

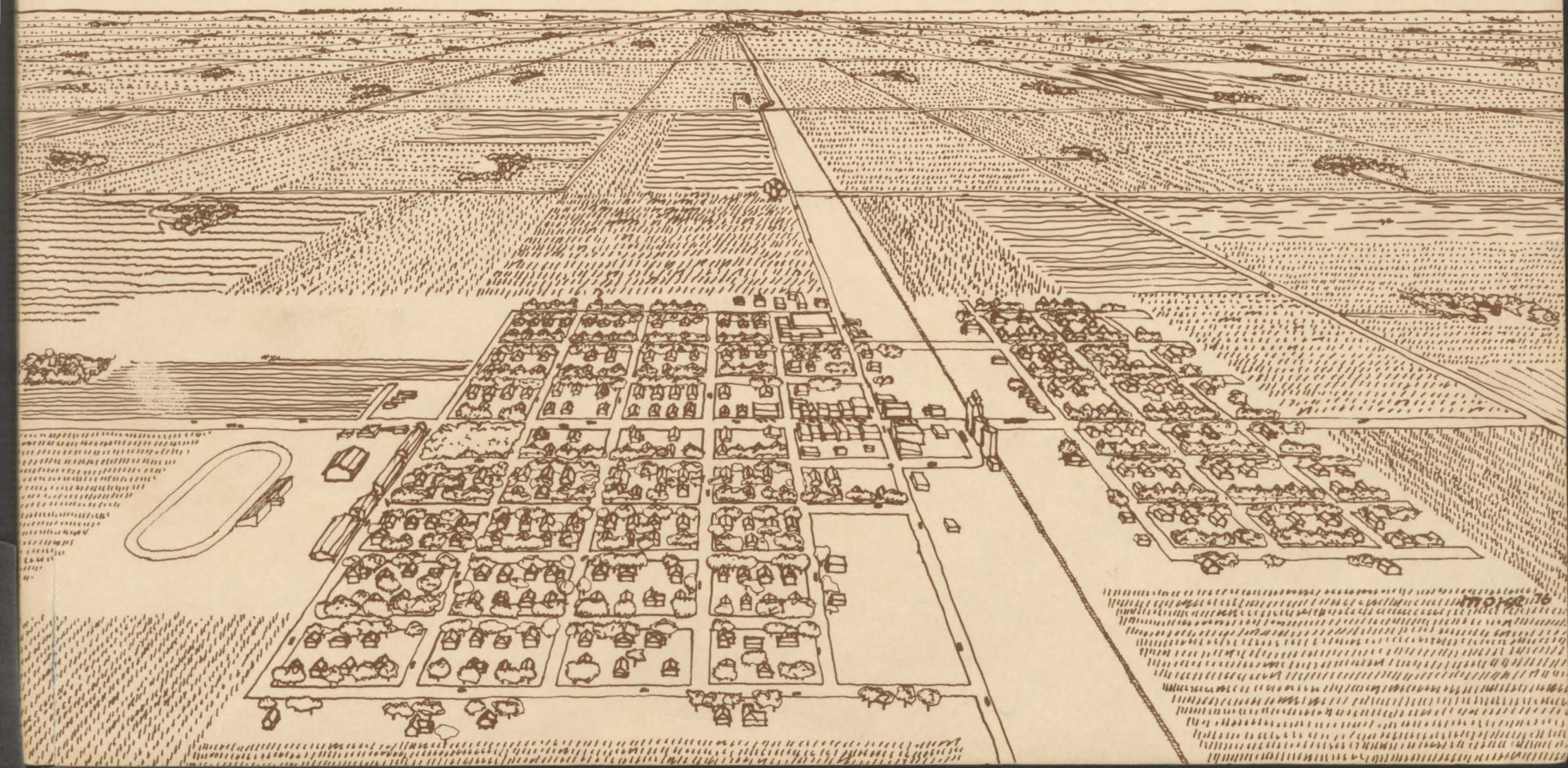
THE RENVILLE COUNTY DEVELOPMENT PROGRAM

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The Renville County Development
Program. By Robert M. Morse.

CURA/UEC March 1976.

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THE RENVILLE COUNTY DEVELOPMENT PROGRAM

by Robert M. Morse
Associate Director, Urban Education Center

The Urban Education Center is a program of
The Center for Urban and Regional Affairs, University of Minnesota
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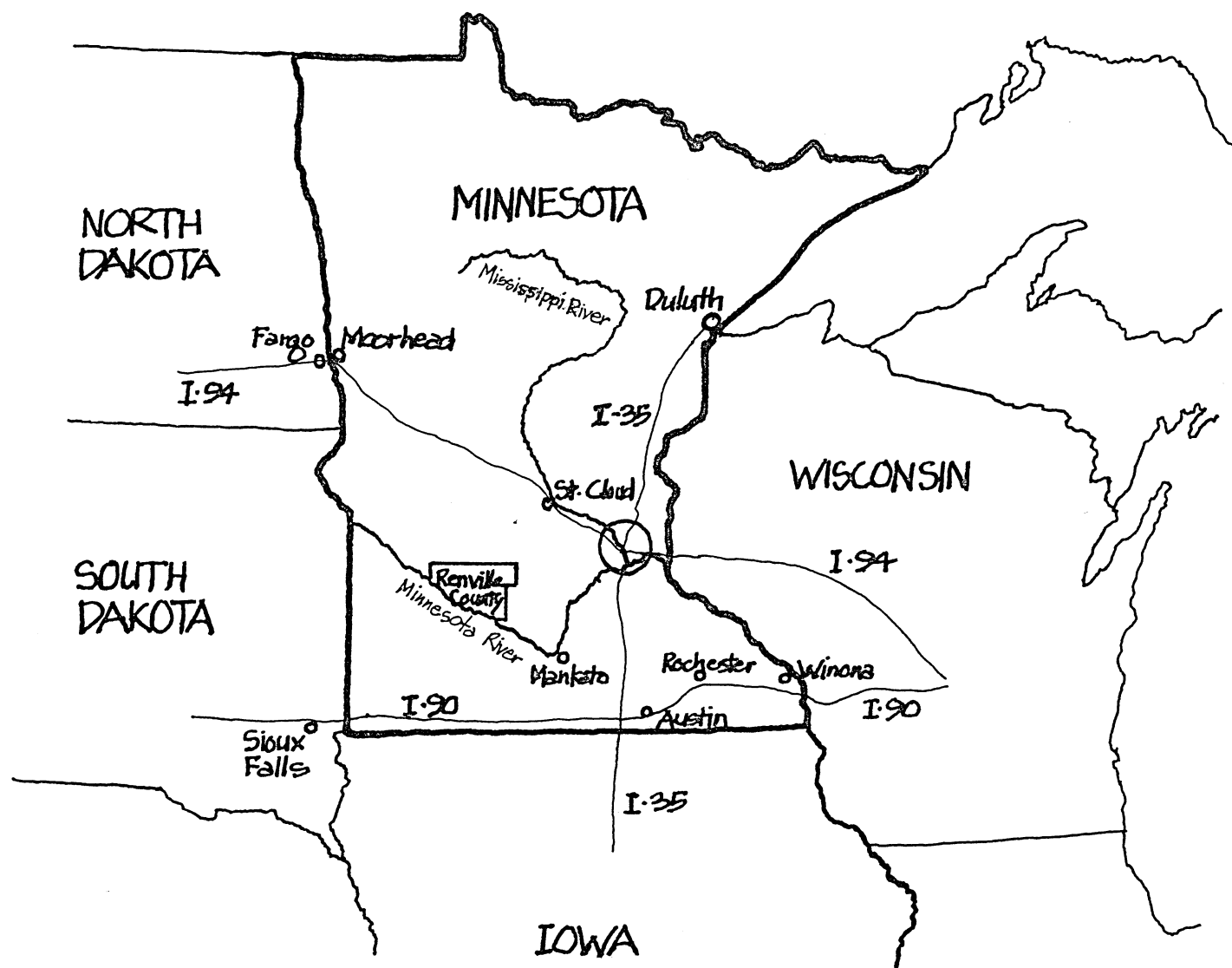
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PREFACE

The Urban Education Center (UEC) is a program of the University of Minnesota's Center for Urban and Regional Affairs. Using a service-learning approach, the UEC acts as a broker between communities willing to attempt to meet their need for technical professional services through the efforts of faculty-supervised students and those University students wanting the opportunity for practical applications of classroom-learned skills.

Prior to 1970, UEC activities had generally been confined to the Twin Cities Metropolitan Area. In 1970, the personal concern of two students (John Sanger at the University and Fr. John Brunner at St. Thomas) about the problems facing their home county, prompted UEC involvement at Renville County, Minnesota.

The participation of Sanger and Brunner in Renville County laid a foundation for exploring the possibility of assisting rural areas in redevelopment efforts through two approaches: 1) creation of planning and architectural proposals for specific towns within Renville County; and, 2) research into county and regional development issues. The Renville County Development Program, then, was an attempt to provide the cities and towns of Renville County with the opportunity to execute local community development projects in harmony with a county perspective.



vi Map 1: Renville County in the Upper Midwest

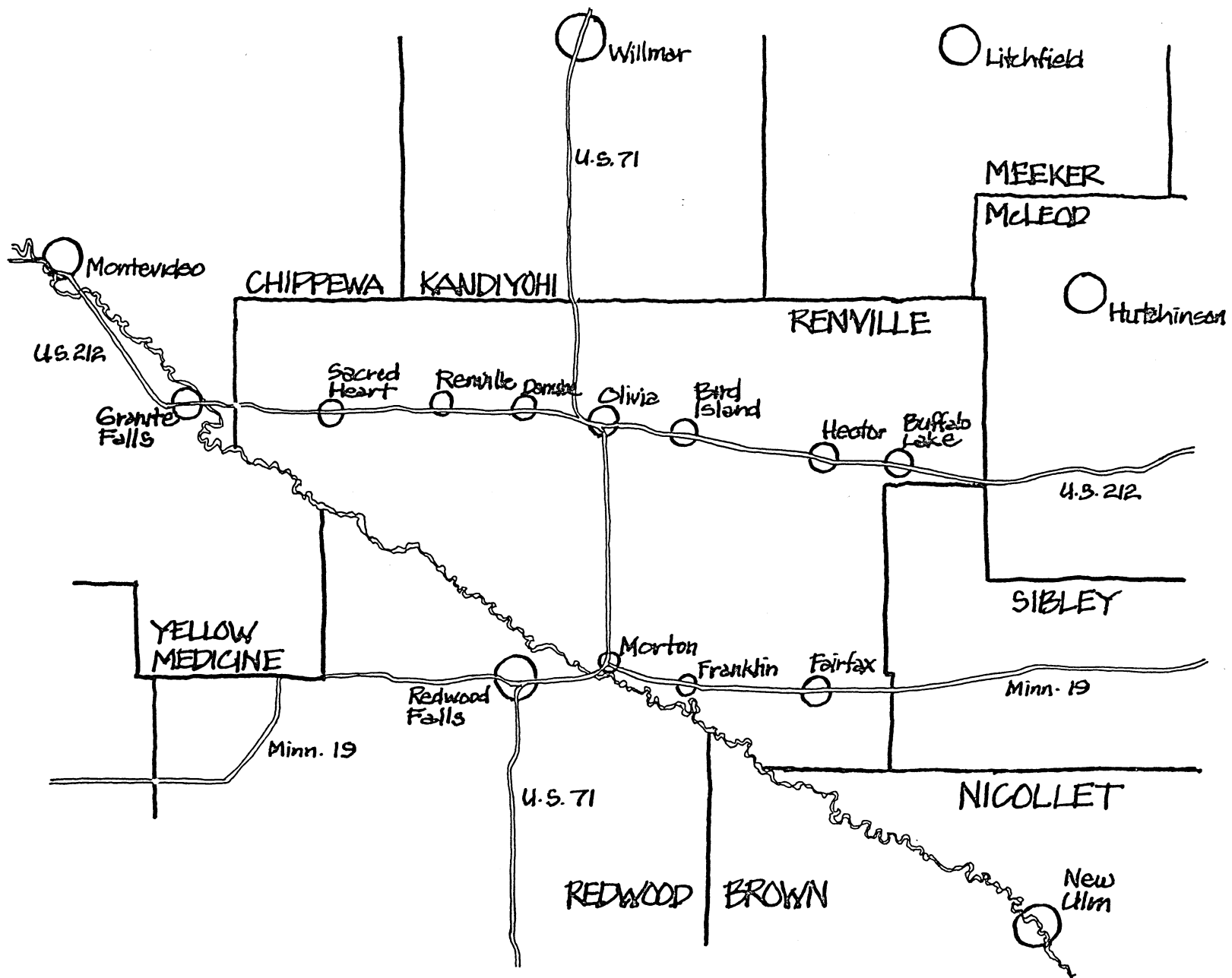
INTRODUCTION

"A Collaborative Approach to the Regenerating of Rural Regions" in Minnesota was conceived to discover the potential for rural development or redevelopment and the resources and personnel that would be needed to actualize this potential. An essential element in any pilot study is the potential transferability of knowledge gained to other locations. Renville County exemplifies the type of region which has become a source of growing concern throughout the United States. Small towns in various stages of social and economic health are scattered throughout the county. A dominant town with recognizable regional significance is absent. A recent history of declining population exists. The average age of the remaining population is rising. And, a lack of economic diversity is evident.

Renville is an agricultural county located 100 miles west of the Twin Cities Metropolitan Area. Almost 95% of the land in the county is in harvest production. Although manufacturing has grown, farm employment still comprises the largest segment of the labor market. The number of farms, however, is decreasing. The second largest component of the job market has been retail trade. Unfortunately, Renville's smaller retail centers cannot supply the services available in the larger surrounding cities. As a consequence, although sales volumes have grown, Renville's service centers are being outstripped by larger centers in

McLeod, Kandiyohi, and Redwood counties where sales volumes have increased at 2 or 3 times the Renville rate. The third largest component of the job market is the governmental sector with local government being the largest employer. Many of these jobs are related to education: Renville contains 10 public school districts. However, declining enrollments coupled with other factors have generated recommendations to eliminate as many as 7 of these districts.

The population of Renville County was 21,139 in 1970. This was 9.1% smaller than in 1960 which in turn was less than in 1950. Projections call for continued population losses. Only Olivia, Renville's largest city, has shown any growth with a 1970 population of 2,553. The other nine cities in the county ranged in 1970 size from 497 (Danube) to 1,432 (Fairfax). Bird Island has a 1970 population of 1,309. All of these cities lost population between 1960 and 1970. The combined population of the cities in Renville County made up 48% of the 1970 population while the remaining 52% lived in the countryside.



Map 2: Renville County and Surrounding Counties  1" ≈ 10 miles

PROGRAM DESCRIPTION

The Renville County Development Program operated for fifteen months (April 1972 through June 1973) with the financial support of a Title I grant from the Minnesota Higher Education Coordinating Board (HECB). The \$24,521.00 program budget combined \$14,000 in federal funds channeled through HECB and \$10,521 in University of Minnesota matching funds. A budget summary is included as an appendix and project expenses for individual student projects are outlined in a student summary section.

During the program period twenty student projects were initiated and sixteen completed. Forty-two students representing seven disciplines were active in these projects. The projects are classified in Figure 1 according to: 1) the type of service/experience involved; and 2) the relationship of the projects to existing community development efforts.

Client or community groups participating in the projects included: service clubs, village councils, village planning commissions and their committees, school districts, county newspapers, 4-H programs, a non-profit corporation, the school superintendents, the Renville County Agricultural Society (the Fair Board), and the Southern Minnesota Sugar Beet Growers Association. Figure 1 displays a list of student projects detailing project categories, objectives addressed, project duration, students and disciplines, and community clients.

The goal of the Renville County Development Program was to preserve the largest possible number of rural communities by assisting them in their identification of both local development possibilities and opportunities for creative growth through regional cooperation. The program also provided the opportunity to explore the potentials and limitations of the role which students could play in this type of endeavor. Creation of eight operational objectives at the outset of the program period was intended to provide the basis for setting direction and assessing success (See Figure 1). However, as the program progressed, the staff found it necessary to deviate from the main thrust of those objectives.

As originally stated, the objectives implies a strong involvement with groups concerned primarily with county-wide issues. By the end of the program nine projects focused on county-wide concerns; only two of those projects involved client groups with county-wide issues. In the remaining seven projects, UEC introduced the county-wide focus. Three of those projects were not completed.

In the majority of completed projects, the Program involved itself with groups oriented toward the solution of local problems. A wider focus was introduced by forming a picture of the entire county from collected data, since the projects allowed data about individual communities to be aggregated. This shift in focus meant that a different mix of projects was completed, although the completed projects were appropriate to the needs of university people and community groups.

There were several reasons for this shift. From the standpoint of all concerned, the local design and planning problems had an immediacy which allowed students and residents to become involved in projects of mutual interest. Such projects were the natural concern of service clubs, city councils and the other single community oriented groups with whom we made contact. The composition of students and disciplines reinforced the shift away from county concerns since only 1/3 of the students were from research oriented disciplines and able to take on county-focused projects of a research/planning nature. Thus, the objectives became one means, among the attributes listed in Figure 1, which could be examined to determine the components of a successful program.

From the graph of project elements in Figure 1 it appears that the factor which had the most influence on the four uncompleted projects was an insufficient number of students assigned to the project. A compounding factor in three of the four projects seems to have been the lack of a local client, since commitment to a community group was apparently an important incentive for project completion.

The degree to which community redevelopment resulted from student work is not easily measured as it depends on many factors apart from the student efforts. In nine of the projects (Figure 1), however, some observable developments which seemed to be attributable in part to Renville County Development Program has taken place. In each of these projects, student ideas complemented local efforts

toward development. The ideas would not have been used if a community group had not been interested in the problem, able to evaluate and use the proposals, and willing to undertake the additional work necessary to complete their project.

Local developments since the completion of the Program include the following:

1. the 212 Co-op Center has been started through the efforts of the local school districts
2. the county fairgrounds have been painted and opened to increased public use as recommended by the landscape student study
3. Olivia is renewing its downtown area with a locally developed plan which incorporates several of the student suggestions
4. the park in Olivia has a new children's play area laid out in conjunction with the suggestions of the landscape student who worked with the park committee
5. in Fairfax approximately one third of a block of storefronts on the west side of Park street have been canopied; several owners indicated that the student work served as encouragement toward the development of a locally designed proposal
6. the Olivia senior citizen housing has completed its landscaping development which utilized many of the ideas advanced at the outset of that uncompleted design project
7. Hector has completed its Community Center using many of the ideas developed by the design students
8. the Hector Municipal Bar and Liquor Store is expected to be remodelled in spring of

1976 using some of the proposals generated by the Hector design team

9. the Renville Sugar Beet plant recently began operation with some of its hauling routes agreed upon with the help of the map of grower locations and road tonnages prepared by the geography students.

Of these projects, only the beet plant had been planned to a significant degree before the advent of students through the Renville County Development Program. In seven projects with visible local development, varying degrees of work had been done by local groups prior to the introduction of the students. In these cases, a local group with local leadership had been wrestling with the problem which the students studied. This situation allowed students to complement the work of the local group either by supplying new research data or new design ideas. It is important to note that the students supplied only one portion of a completed project--research or proposals. The remaining organization, promotion, detailed planning and design, financing and construction had to be supplied by others. In these nine projects, the connection between actual development and local leadership and organization seems clear.

The Renville County Development Program experience points out 5 key elements necessary to a successful service-learning program:

1. project definitions which make clear connections to community needs;
2. client groups interested in the problems being studied and able to work with students;

3. study approaches which allow a number of students to work on a given project--either as a team or as individuals simultaneously studying the same problem;
4. involvement of students for a sufficient number of credits to justify travel time; and
5. projects phased according to the school year--thus anticipating student turnover.

Of these five elements, project definition is the most critical since it sets the limits within which the other elements are arranged by implying a relationship with a client group, duration, schedule, and the way in which the results might be used.

Although the Renville County Development Program was successful in relation to specific community development projects and in clarifying the student role in community development projects, the larger question of interfacing local community development projects within a regional context requires further investigation.

Figure 1: The Relationship Between Student Projects and Elements of the Program

Student Projects	Program Elements	Completed	Significant Follow-through	Ongoing Effort	Project Categories	Objectives Addressed	Duration	Number of Students & Disciplines	Constituent & Client Categories										County-wide Focus	Resources Preceding Needs	Projects Exceeding 5% of Budget				
									single locality					county											
									Agricultural Journalism	Architecture	Geography	Landscape Architecture	Photo-Journalism	Sociology	Urban Studies	# Credits	Service Club	Village Council				Planning Commission	Non-Profit Group	School District	4-H Clubs
1 Vocational Center Growth		✓	✓	✓	1a Original Surveys	1	1972	0														✓			
2 County Fairgrounds Design		✓	✓		1b Secondary Data	2	1973	30																	
3 High School Attitude Survey		✓		✓	2a Urban Design	3	1972	7	1																
4 Zoning Study				✓	2b Facility Design	4	1973	6																	
5 Brunner/Banger Study	✓				2b Educational Materials	5	1972	0		1															
6 Mobility Study					2b Educational Programs	6	1973	10																	
7 Bird Island Planning & Design	✓				2c News Articles	7	1972	42																	
8 Olivia Planning & Design	✓	✓	✓		1 Development Tools	8	1973	34																	
9 Olivia Park Equipment	✓	✓	✓		2 County-wide Description	9	1972	0																	
10 Rural Development Package					2 Regional Description	10	1973	11																	
11 4-H Photography	✓				4 Exam. Potentials	11	1972	3																	
12 Hector Planning & Design	✓				5 Educational Projects	12	1973	41																	
13 Fairfax Planning & Design	✓	✓	✓		6 Resident Involvement	13	1972	60	4	1															
14 Olivia Elderly Housing Landscape	✓	✓	✓		7 U. Student Exposure	14	1973	0																	
15 Hector Community Center	✓	✓	✓		8 Service	15	1972	0																	
16 Hector Liquor Remodeling	✓	✓				16	1973	0																	
17 Hector Education Project	✓					17	1972	0																	
18 Newspaper Articles	✓					18	1973	10																	
19 Road Mapping	✓	✓	✓			19	1972	0																	
20 Service Area Survey	✓		✓			20	1973	14	4																
TOTALS								200	56	41	3	252	4	2	2	1	3	1	1	1	1	8	9	8	6

* Some students were involved in more than one project. The circled number indicates the number of students who were involved in a project but counted elsewhere. Thus, the totals at the bottom include only uncircled numbers.

STUDENT PROJECTS

The following reports of twenty student projects are organized to allow a reader to examine either a single project or common segments of many projects. Figure 1 combines much of the data in chart form.

All projects (except the first) sought to expose UEC students to the potentials of rural areas. How effective the Program was in addressing that objective will be seen in years to come.

1 Support for Vocational Center Growth

Client: Renville County School Superintendents interested in developing a Vocational Center in Renville County.

Problem: The superintendents were just organizing (as recommended in the Brunner/Sanger report) to develop a vocational center. They needed assistance in beginning the process.

Analysis of Need: Two steps were needed initially: 1) Questioning of county high school students about post-graduation intentions, interest in vocational programs, and interest in remaining in Renville County; and 2) clarification of Minnesota Department of Education guidelines.

Resources Utilized: Students, Disciplines and Credits: none
Staff & Faculty: Robert Morse, Field Coordinator
Community: none

Solution: A sample questionnaire was developed for use by interested districts, and the superintendents' questions were conveyed to the State Department of Education.

Procedure & Duration In a series of meetings in February and early March 1972, the Field Coordinator developed and presented sample questionnaires for use by the districts. The samples were then incorporated into a final questionnaire developed by school counselors. Stages of involvement are outlined in the following schedule:

<u>Late January</u>	Father John Brunner, Principal of St. Mary's high school, Bird Island requested assistance in developing the Vocational Center proposal.
<u>Early February</u>	The first meeting with interested superintendents raised the need for documentation of student attitudes.
<u>Mid-February</u>	Sample questionnaires were developed.
<u>Late February</u>	Sample questionnaires were presented to the next meeting.

March Involvement stopped as the superintendents and counselors refined the questionnaire.

Project Initiation: Father Brunner requested help for the superintendents' committee.

Project Cost: Travel The project was done while Total \$10.98
organizing other projects so the
cost is reflected in the total for
general organizing.
Phone 7 calls \$10.98
Materials none

Observations & Evaluation: The project took approximately sixteen hours spread over a month and involved research into questionnaires, writing, and several phone calls to the Department of Education. It provided additional opportunity to work with county officials on a project related task and led to the establishment of objective 8. It was a worthwhile, short-involvement effort.

Recommendation: None.

2 Fairgrounds Design Study

Client: Renville County Agricultural Society, Dale Rudeen, Chairman.

Problem: The County Fairgrounds had an "add-on" character and confusing pedestrian circulation pattern. The Agricultural Society asked for a study to recommend improvements to the appearance of the fairgrounds.

Analysis of Need: The variety of building colors, haphazard building locations, lack of directional signage, and poor location of the midway produced a chaotic state during the fair.

Resources Utilized:	<p><u>Students, Disciplines & Credits:</u> Five Landscape Architecture students were involved - Dan Engstrand, Craig Johnson, Jim Pauly, Terri Rittenhouse, and Bill Short. Each was registered for 6 credits in Design.</p> <p><u>Staff & Faculty:</u> Charles Wood, Landscape Architecture</p> <p><u>Community:</u> 4-H clubs, a local artist, the Renville County Agricultural Society directors.</p>						
Solution:	<p>The students suggested changes which would improve conditions for fairgoers and make the grounds a visual and recreational asset in the off-season. Their proposal contained six elements for the consideration of the Agricultural Society.</p> <ol style="list-style-type: none"> 1. Uniform color and graphics for all fair buildings. 2. A plan for orderly expansion of new buildings. 3. Location and marking of exhibits and concessions for maximum exposure. 4. A new pedestrian circulation plan allowing concentration of machinery displays and midway attractions. 5. Design of a new park/rest area for a quiet area of the fairground. 6. A suggestion that the fairgrounds be made more available for use as public recreational open space during the off-season. 						
Procedure & Duration:	<p>The research and design phase took place during spring quarter 1972. At the conclusion of that phase, a large-scale model of the fairgrounds and scaled drawings showing design proposals, together with a proposal to involve 4-H in the execution of color and graphic schemes were presented to the Agricultural Society. During the summer the painting and graphics were completed by 4-H young people under the direction of Bill Short and Terri Rittenhouse. In addition a local artist painted a mural on a very visible shelter facing a fairgrounds access road. The project states are outlined below:</p> <table border="0" style="margin-top: 10px;"> <tr> <td style="padding-right: 20px;"><u>Mid-January</u></td> <td>The initial meeting between the Field Coordinator and Dale Rudeen resulted in an initial problem definition.</td> </tr> <tr> <td><u>Early April</u></td> <td>The first meeting between Mr. Rudeen and the Landscape students occurred, allowing the students to survey and photograph the fairgrounds.</td> </tr> <tr> <td><u>Mid-April</u></td> <td>The Landscape students acquired existing maps and soil reports.</td> </tr> </table>	<u>Mid-January</u>	The initial meeting between the Field Coordinator and Dale Rudeen resulted in an initial problem definition.	<u>Early April</u>	The first meeting between Mr. Rudeen and the Landscape students occurred, allowing the students to survey and photograph the fairgrounds.	<u>Mid-April</u>	The Landscape students acquired existing maps and soil reports.
<u>Mid-January</u>	The initial meeting between the Field Coordinator and Dale Rudeen resulted in an initial problem definition.						
<u>Early April</u>	The first meeting between Mr. Rudeen and the Landscape students occurred, allowing the students to survey and photograph the fairgrounds.						
<u>Mid-April</u>	The Landscape students acquired existing maps and soil reports.						

	<u>Early May</u>	The problem definition was altered; the Landscape students suggested existing circulation patterns also needed improvement.
	<u>Mid-June</u>	Proposals were presented to 4-H members and the Agricultural Society on June 18.
	<u>July</u>	Two Landscape students supervised painting.
Project Initiation:	Original contact with Dale Rudeen was arranged by John Sanger as part of an effort to explain student capabilities at the outset of the project. Mr. Rudeen then requested a study of the fairgrounds.	
Project Cost:	<u>Travel</u> 1 trip \$11.63 <u>Phone</u> 13 calls \$11.47 <u>Materials</u> none	<u>Total</u> \$23.10
Observations & Evaluation:	<p>The Fairgrounds project was the first project in which a design was implemented. However, there were two areas of difficulty. Necessary maps could not be secured until several weeks into the quarter so students were delayed in developing an accurate site plan. This delay served to compound another difficulty - refining the problem definition. The students' preconceptions about use of the grounds differed substantially from the Fair Board's conception. While such differences are expected at the start of a project, the delay in developing a site plan meant one important device to help arrive at an agreement was lacking.</p> <p>Nevertheless, the project provided a good example of the kind of shared learning which can occur during student projects. Because of their differing perceptions, frequent site visits and meetings were required to enable the students and the client to come to a common understanding. The effort which the students generated to reconcile the various perceptions about the use of the fairgrounds altered their preconceptions about taste, and led to a good compromise between extravagance of design and frugality of means.</p> <p>The project directly addressed objective 4 through the design proposals and objective 6 as evidenced by the involvement of the 4-H clubs and local artist. In addition, the proposal provided the Fair Board with an argument which might persuade the midway attraction to rearrange its layout in future years.</p>	

- Recommendation:
- 1) Unless data collection is to be part of a project, collection of maps and other data should begin two to four weeks before a project is started.
 - 2) Sufficient student time should be programmed to allow necessary site visits and meetings.
 - 3) The Project Coordinator should help a client make as detailed a problem description as possible - recognizing that students' perceptions sometimes may change the problem definition.

3 High School Student Attitude Survey

Client:	Renville County school administrators and Renville County Development Program.
Problem:	Towns, school districts and the project team had only impressions to explain the exodus of high school graduates and needed a more systematic description of the phenomenon.
Analysis of Need:	Lack of documentation about student desire to stay or move away and about their current satisfaction with their town hampered any effort to induce students to remain or to return after leaving.
Resources Utilized:	<p><u>Students, Disciplines & Credits:</u> Three Liberal Arts students were involved - Sue Dyste, Sociology; Jim Hathaway, Geography; and Sonja Quanbeck, interdepartmental major. Sue, Jim and Sonja were registered for 3 credits each through sociology.</p> <p><u>Staff & Faculty:</u> Roger Clemence, Urban Studies; Richard Francaviglia, Geography; and George Donohue, Sociology.</p> <p><u>Community:</u> The social studies faculty and classes of St. Mary's and Bird Island High Schools and counselors from the remaining high schools in Renville County were the primary community resources.</p>
Solution:	Students were asked their attitude toward small town life, their shopping habits, and their post high school intentions.
Procedure & Duration:	A questionnaire distributed to junior and seniors in all county school districts provided the needed data - the students from

Bird Island social studies classes assisted in developing and distributing the questionnaire. Newspaper articles describing the results were then prepared by the University students. The project occurred during spring quarter, 1972, and developed as outlined below:

<u>Early April</u>	The University students developed a problem definition based on consultation with their University advisors.
<u>Mid-April</u>	The Field Coordinator and University students met with Father Brunner to agree on the problem statement and Father Brunner's role as broker to Bird Island schools. The University students then met with Bird Island and St. Mary's high school social studies faculty and students to develop the questionnaire.
<u>Early May</u>	The Bird Island social studies faculty requested help from counselors in other county districts in conducting the survey in those districts.
<u>Mid-May</u>	Bird Island and St. Mary's social studies students distributed and collected the surveys.
<u>July</u>	The University students reported survey results in newspaper articles.

Project Initiation: The project was initiated by the project rediscovery team. Father Brunner brokered contacts with Bird Island social studies faculty, and through them with the counselors from each district, to approve involvement of other schools.

Project Cost:	<u>Travel</u> 2 trips \$31.05	<u>Total</u> \$57.32
	<u>Phone</u> 14 calls \$20.97	
	<u>Materials</u> \$5.30	

Observations & Evaluation: The project provided an opportunity for the University students to research, design, develop, administer and tabulate a questionnaire. They had not worked with questionnaires before and had difficulty with the questionnaire design. As a result, the questionnaire was only ready for distribution by the last two weeks of the high school year. Tabulations and final reports weren't completed until mid-summer. The project addressed objectives 2 and 5. The University students collected data countywide, involved high school students and prepared explanatory articles.

Recommendation: A resource to assist students in understanding the techniques of questionnaire design and administration would allow students to complete this phase more quickly. (1975 note: The University's Measurement Services Center is a useful source of advice and assistance on questionnaire development and analysis.)

4 Zoning Study

Client: The Renville County Development Program.

Problem: There was a lack of understanding on the part of the residents of recently adopted zoning regulations. Available documents did not seem to solve the problem.

Analysis of Need: A discussion of issues in every day language was needed. A list of terms, definitions and further resources might help residents better understand zoning and planning.

Resources Utilized: Students, Disciplines & Credits: One Urban Studies student undertook the project and was registered for 6 credits through Urban Studies independent study.
Staff & Faculty: Roger Clemence, Urban Studies; Dr. Robert Snyder, Agricultural Economics.
Community: Mr. Tom Polansky, County Auditor.

Solution: A pamphlet for distribution to county residents was proposed.

Procedure & Duration: The project was not completed when the student was forced to return home after six weeks due to a family problem. Another student was not available then or in the succeeding quarter to complete the project. The student was researching zoning issues prior to writing when forced to leave. The project occurred during spring quarter, 1972.

Project Initiation: The project was initiated when the student expressed interest to Roger Clemence in working on a project concerning rural planning and zoning. When this interest was conveyed to Mr. Polansky, the county auditor, he agreed that such a project might prove useful.

Project Cost:	<u>Travel</u> none <u>Phone</u> 2 calls \$2.00 <u>Materials</u> none	<u>Total</u> \$2.00
Observations & Evaluation:	Termination of the project could not be helped. Fortunately, the project had not reached a point wherein someone was depending upon it. The project would have been valuable when completed, not only for Renville County, but for other outstate counties as well.	
Recommendation:	none	

5 Summary of the Brunner/Sanger Report

Client:	Renville County Development Program.
Problem:	There was a lack of any handout material or visual displays to illustrate the issues described in the Brunner/Sanger Report.
Analysis of Need:	A synopsis of the report would provide the project with handout and display materials as well as a good introductory exercise for new students.
Resources Utilized:	<u>Students, Disciplines & Credits:</u> The Architecture students, Dominic Greco, Rich Hartig, Bob Leslie, Steve Nelson, and Bob Ogdahl, undertook the project as part of their design course. Their credits are listed under projects 7 and 8. Tom Flick, a Photo-Journalism student registered for 3 credits in Urban Studies, completed the team. <u>Staff & Faculty:</u> Bob Morse, Field Coordinator. <u>Community:</u> none.
Solution:	The University students developed a graphic and written summary in both slide and 8 1/2" by 11" report format for presentation in the County towns.
Procedure & Duration:	A handout was developed during the first half of spring quarter 1972, with graphics which were suitable for photographing as an accompanying slide show. The project proceeded according to the following timetable:

	<u>April</u>	The Brunner/Sanger Report was reviewed and summarized.
	<u>Late April</u>	A written and graphic summary was prepared.
	<u>Early May</u>	The report was photographed for use in a slide show.
Project Initiation:	The project was initiated by the Renville County Development Program staff.	
Project Cost:	<u>Travel</u> none <u>Phone</u> none <u>Materials</u> \$9.64	<u>Total</u> \$9.64
Observations & Evaluation:	<p>The students received a good introduction to Renville County problems but, they were upset by time spent away from architectural design. The summary directly fulfilled objective 5. While a summary was necessary and useful, and the introductory experience was valuable, the exercise provided limited design experience. However, the finished slides proved extremely useful in explaining the issues of population loss, increasing farm size and aging population to other students and communities.</p>	
Recommendation:	<p>Lengthy research tasks should be separated from design tasks. Data summaries and original research are better done by students from research oriented disciplines, while design students could use information from such summaries in developing programs for design projects.</p>	

6 Young Adult Mobility Study

Client:	Renville County Development Program.
Problem:	There was little data available on the interest of former rural residents currently living in the Twin Cities in returning to rural areas.
Analysis of Need:	Attitudes of former residents of rural areas toward their past setting, current setting, and possible future settings should be examined to determine their attitude toward or likelihood of moving back to a small town or farm.

Resources Utilized: Students, Disciplines & Credits: One Urban Studies student registered for 3 credits of Urban Studies directed study.
Staff & Faculty: Roger Clemence, Urban Studies.
Community: none.

Solution: A questionnaire was to have been developed and administered to a sample of former small town and rural residents.

Procedure & Duration: The project was begun spring quarter 1972; however, the study was not completed. The student dropped the project after two weeks due to commitments in other courses.

Project Initiation: The project was initiated by the student who approached Roger Clemence about adapting a mobility study he intended to do to the needs of the Renville County Development Program.

Project Cost: none

Observations & Evaluation: Not enough of the project was completed to evaluate; however, as with Project 4, no one was depending on the results.

Recommendation: Perhaps student-initiated projects in a service-learning situation should not be undertaken until they have community support.

7 Bird Island Business District Planning and Design Study

Client: Bird Island Lions Club, and the Bird Island Civic and Commerce Committee.

Problem: A number of problems were defined:

- 1) some building facades in need of rehabilitation;
- 2) a wide main street with parking congestion;
- 3) poor traffic circulation;
- 4) cluttered signage;
- 5) no village logo; and
- 6) during the fall of 1972 a corner building on the business street was torn down leaving a vacant lot.

Analysis of
Need:

The accretion of various signs and facade treatments lent a dingy appearance to downtown. A wide street with few awnings made the street hot in summer, and windy in winter. Merchants parking in front of stores decreased the number of stalls available for customers. Highway 212 intersects the business street, cutting the business district in half while bringing shopping traffic directly to downtown. The vacant lot would provide additional green space until new commercial space could be built.

Resources
Utilized:

Students, Disciplines & Credits: The participants were all architecture students involved as follows:

Spring '72 & Summer '72

Rick Hartig 7 credits
Bob Ogdahl 9 credits
Net Pratt 12 credits

Fall '72 & Winter '73

John Gaspar 12 credits
Bill Minnehan 12 credits
Dennis Sachs 6 credits

Staff & Faculty: Roger Clemence, Architecture.

Community: Members of the Civic and Commerce Committee and the Lions Club.

Solution:

Student work resulted in five proposals:

- 1) coordination of sign size, material, and color selection and of facade treatment through awnings and paint which would provide inexpensive "dress-up" ideas for the downtown;
- 2) development of parking stalls behind stores which would free parking stalls for customers but wouldn't interfere with delivery trucks;
- 3) design of a village logo to be painted on the elevator, the most visible structure in Bird Island;
- 4) design of a park for a vacated corner downtown; and
- 5) design of a roadside sign for Bird Island.

Procedure &
Duration:

The project was organized around design needs expressed by the Lions Club and the Civic and Commerce Committee. Priorities were established primarily by those groups. The project began at the outset of spring quarter 1972 with a study of storefronts and signs. The following timetable traces the students progress:

<u>April</u>	The students met with the Civic and Commerce Committee (C & C), interviewed store owners, and photographed and prepared elevation drawings of building facades.
<u>June</u>	Alternatives were developed and discussed with the Lions and the C & C. Sample logos were designed.
<u>August</u>	Proposals presented
	With arrival of new students in the fall a more orderly examination of larger scale problems was begun.
<u>October</u>	The new students met with C & C to define the new project and begin research and proposal development.
<u>Early December</u>	Preliminary proposals were presented for feedback. In addition, new proposals for signs and storefronts were done. News about the possible building demolition was received.
<u>January</u>	Additional research and design development of downtown proposals continued with the addition of design studies for a park on the site of the soon-to-be-demolished building.
<u>Late March</u>	Final proposals presented.

Project Initiation: The project was essentially an expansion of John Sanger's earlier effort. After the project was funded, John introduced the project coordinator to the president of the Lions Club. Following this meeting, a request for continuation was made.

Project Cost:	<u>Travel</u> 11 trips \$91.27	<u>Total</u> \$122.74
	<u>Phone</u> 17 calls \$31.47	
	<u>Materials</u> none	

Observations & Evaluation: The project provided design challenges at a variety of scales from design of a structure for a welcome sign to planning of traffic circulation in the business district. However, this variety caused difficulty since the differing scale of problems was not approached in an orderly manner. Projects were undertaken according to priorities suggested by the Lions Club. This approach compounded the problem of student turnover. Student enrollment changed between summer and fall '72, necessitating a redefinition of problems and a reintroduction of students to the town. This resulted in a loss of continuity and

time as the new students were oriented to the region, county, town and problem. The businessmen were not informed soon enough about the change in students, leading to a concern about completion of proposals. With the new year, leadership of the clubs changed requiring some additional introductions. The change of students was not handled well; there was some upset on the part of merchants and confusion for the new students which could have been avoided by timely communication from the Field Coordinator. The project addressed objectives 4, 5 and 6. Contacts made recently indicate that the student proposals are discussed when changes are proposed in the downtown.

- Recommendation:
- 1) Projects lasting more than one quarter need to recognize scale in developing priorities. The faculty and the Coordinator need to assume that a systematic approach to the problems will be used in setting priorities.
 - 2) Student turnover has to be anticipated in projects which last more than one quarter and towns need to know at the outset that student teams will change membership.
 - 3) Additionally, when possible, changes in project phases should coincide with breaks in the academic year.

8 Olivia Business District Planning and Design Study

Client: Central Business District (CBD) Committee of Olivia Planning Commission.

Problem: Several problems similar to Bird Island's were listed: building facades in need of rehabilitation, cluttered signage, parking congestion, and poor traffic circulation. These problems were complicated by the narrowness of the main business street and the bisection of the commercial area by highway 212. In addition, there was concern about the best location for expansion of the commercial area since Olivia was continuing to increase population. This concern was complicated by the continued development of a commercial strip west of downtown where highway 212 and highway 71 join one another.

In the course of the project, a particularly fascinating problem emerged. During the summer the students had noted a handsome old

bank building which they praised. However, they learned that the building was thought to be a liability and might be removed.

Analysis of
Need:

Olivia had a sign and facade accretion problem similar to Bird Island, but complicated by the larger size of downtown. Possible downtown expansion raised questions about boundary definition and competition with the 212 strip. And a new use needed to be found for the old bank since it was a visual asset and commanded an important intersection downtown.

Resources
Utilized:

Students, Disciplines & Credits: All were architecture students.

<u>Spring '72</u>	<u>Summer '72</u>	<u>Fall '72</u>
Dominic Greco 9 credits	John Caranicas 12 credits	Charles Ewaskio 6 credits
	Ali Husian 6 credits	Olaf Running 6 credits

Staff & Faculty: Roger Clemence and Robert Hysell, Architecture
Community: Olivia CBD committee, and Civic and Commerce Committee.

Solution:

Although some of the problems were similar to those of the other communities, the solutions were based on the particular arrangement of the Olivia downtown.

The Olivia design study produced five proposals for community improvement:

- 1) A land use proposal recommending southward expansion of the commercial district and restriction of the 212 strip to highway related commercial and light industrial uses. The proposal included schematic designs of possible new commercial structures in the expanded downtown;
- 2) A circulation plan showing a one-way street system downtown and a new pedestrian path through a commercial block which would create access to existing but unused space in the middle of the block;
- 3) New off-street parking made available by paving an existing downtown lot and by closing two streets when the CBD is expanded;
- 4) A proposal for renewing old storefronts; and
- 5) A proposal for unified signage in the downtown area.

Procedure &
Duration:

The project ran from spring quarter 1972 through winter quarter 1973. The proposals were made using a model of the CBD showing traffic, parking, and pedestrian pathway proposals. Drawings and slides were used to show proposed land use, store facades, and street development. The proposals were produced under the following schedule:

	<u>Mid-April</u>	Introductory meeting with Olivia Planning Commission.
	<u>May</u>	Early meetings between Greco and the Planning Commission leading to project definition, research, and photographic studies.
	<u>June</u>	Building facade studies were undertaken. The pace picked up with the introduction of new students.
	<u>August</u>	1st presentation of initial proposals.
	<u>Late September</u>	The fall team was introduced and undertook vehicular and pedestrian circulation studies. Examination of the potential for conflict and cooperation between the old downtown and new strip development was begun.
	<u>Early November</u>	Presentation of initial concepts for circulation.
	<u>December</u>	Final presentation occurred before Christmas break.
Project Initiation:	Initial contact was made through a friend of Father Brunner's, Pastor Nielson. He brokered a meeting with the Olivia Planning Commission which was concerned with downtown design. Through the Commission a project was defined.	
Project Cost:	<u>Travel</u> 8 trips \$121.81 <u>Phone</u> 24 calls \$38.55 <u>Materials</u> none	<u>Total</u> \$160.36
Observations & Evaluation:	<p>There were two outstanding contributions made by this project which illustrate the catalytic role played by students. The first of these was the impetus they provided for the reuse of the old bank. Their recognition of the historic value of the old bank and their discussion of the development potential with members of the CBD - particularly the proposal to open a walkway through a block and expose underutilized space for reuse as commercial space. That idea seemed workable and was incorporated in current redevelopment efforts. This project addressed objectives 4, 5 and 6.</p> <p>As with other community design projects, the change of student teams in mid-project caused a disruption in effort as new teams oriented themselves to Olivia and its problems.</p>	
Recommendation:	To minimize the amount of team-changing in a project which spans several quarters, it would be advisable to begin projects during fall quarter.	

That schedule would allow students to plan for up to a year of continuous involvement with a project.

9 Olivia Park Furniture Placement

Client: Recreation committee of Olivia Planning Commission.

Problem: Olivia had purchased outdoor play equipment and requested help in siting it in a park.

Analysis of Need: A location could be recommended in an on-site meeting, in consultation with people who knew what activities occurred nearby.

Resources Utilized: Students, Disciplines & Credits: Bill Short, a Landscape Architecture student, took the project as part of his overall responsibility to Olivia. Staff & Faculty: Charles Wood, Landscape Architecture. Community: The Recreation Committee of the Planning Commission.

Solution: On-site inspection suggested a location near homes and away from an active play area since the park was essentially an undeveloped city block.

Procedure & Duration: After a phone call to learn more about the problem, Bill Short met with the committee for a portion of a day and with them selected sites for the equipment.

Project Initiation: Barb Steffel and Mary Page from the Planning Commission requested help for the Recreation Committee in the course of a meeting with the Planning Commission to discuss the Renville County Project.

Project Cost: Travel none* Total \$1.48
Phone 2 calls \$1.48
Materials none
*There were few direct costs since the project was done concurrently with Project 3.

Observations The project provided good practical experience for Bill while exposing
& Evaluation: the committee to the way a designer approaches a problem. It also
 addressed objectives 4, 6 and 8.

Recommendation: none

10 Rural Development Issues Package

Client: Renville County Development Program.

Problem: There was a need to provide new students with a concise presentation of
 information and effective impressions about the strengths and
 problems of rural communities confronted by population loss, increasing
 average farm size, and increased mechanization.

Analysis of An introductory presentation combining film, slides, and tape
Need: recordings would provide students and others unfamiliar with rural
 and small town life with an initiation to their experience in out-
 state Minnesota.

Resources Students, Disciplines & Credits: Two Photo-Journalism students were
Utilized: registered through Architecture directed studies - one for 5 credits
 the other for 6 credits.
 Staff & Faculty: Roger Clemence, Architecture.
 Community: A Renville County farm family allowed themselves to be
 photographed and interviewed at length.

Solution: A film, slide show, and pamphlet were to be created by photo-journalism
 students for use in introducing new UEC students and others to the
 problems and potentials of small communities.

Procedure & While the project was not completed due to one student's extensive
Duration: involvement in work with the Minnesota Daily and the other's apparent
 lack of interest, two phases were completed by July, 1972. The project
 was phased as follows:

	<u>April</u>	The project began with a photographic survey of the county which would convey the visual character of West-Central Minnesota.
	<u>May through July</u>	During the next three months the survey was followed by several interviews and photo studies of one family's life. After this stage, the project was dropped by the students. The remaining stages would have involved scripting and production of movie footage as well as writing and production of a several page handout which would provide complementary data about the county and region.
Project Initiation:	The project was initiated by the students who were interested in doing a film project which dealt with rural and small town life styles.	
Project Cost:	<u>Travel</u> 1 trip \$19.40 <u>Phone</u> <u>Materials</u>	<u>Total</u> \$19.40
Observations & Evaluation:	The students lost enthusiasm after spring quarter due to the complexity of the project and their limited time commitment; however, the educational package would still be useful to produce. The project addressed objective 5.	
Recommendation:	A complex project such as this should be broken into smaller components, each with its own scripting and production.	

11 4-H Photography Project

Client:	Renville County Agricultural Extension Service and Renville County Development Program.
Problem:	UEC was looking for ways to involve young people from Renville County in a systematic examination of their county.
Analysis of Need:	The interest of the County Agent and the existence of the "special projects" category made it possible for a project to be created on

short notice. A project was needed that would: 1) be exciting for the participants; 2) enable the participants to observe and report on some physical aspect of the county; 3) involve a short period of time; and, 4) include a way of sharing the results with county residents.

Resources
Utilized:

Students, Disciplines & Credits: Stuart Brodsky, a Photo-Journalism student, completed the project as part of his registration for project 10.

Staff & Faculty: Bob Morse.

Community: Loren Kitchenmaster, the Assistant Extension Agent and 4-H leader, arranged for Junior Leader involvement and helped solve many logistical problems. Nine 4-H Junior Leaders took part in the exercise: Debbie and Diane Dobmeier, Olivia (Kingman Ramblers); Greg Filzen, North Redwood (County Side Clippers); Paul Moritz, Buffalo Lake (Buffalo Lake Onwards); Mary Nyquist, Danube (Winfield 4 Leaf Clovers); Wayne Radloff, Hector (Hectorville Hustlers); Larry Revier, Olivia (Norfal H); John Schaefer, Buffalo Lake (Boon Lake Orioles); and Bob Voelz, Danube (Winfield 4 Leaf Clovers). One half of the film and processing cost was donated by Pako, Inc. Instamatic cameras were lent by the Community Design Center of Minnesota from stock contributed by the 3-M Company.

Solution:

A photography project was designed which provided simple cameras and film to 4-H Junior Leaders for the task of recording on slides a unique, positive physical characteristic of the county and preparing the results as a slide show for display at the county fair.

Procedure &
Duration:

A six week intensive photography course emphasizing subject choice and framing was taught by Brodsky and Morse. The course was taught from July 11 to August 20, 1972. The Junior Leaders became involved through the "special project" category of the 4-H program. Weekly meetings were held to discuss topics, review slides shot in the previous week, and assess progress. Because of the tight schedule, emphasis was on the choice of subject matter rather than technical aspects of film, cameras, developing, or printing. As a culmination, the 4-H members prepared a series of slide shows incorporating their best work accompanied by taped commentary for the county fair (August 23-25, 1972). The following schedule was used:

	<u>June</u>	The project was discussed with 4-H and approved. Equipment and supply donations were arranged.															
	<u>July</u>	4-H youth were recruited by Loren. During the first four weeks, the theme of the project was explained and initial slides were taken.															
	<u>August</u>	During the last two weeks of the program, final slides were completed and a commentary on the slides was taped by the 4-H participants. A preview was shown to adult leaders on August 11. Last-minute changes were made prior to opening of the fair on August 23.															
Project Initiation:	The project was developed in consultation with Pat Maher, Renville County Agricultural Extension Agent.																
Project Cost:	<table border="0"> <tr> <td><u>Travel</u></td> <td>18 trips</td> <td>\$266.99</td> <td><u>Total</u></td> <td>\$407.86</td> </tr> <tr> <td><u>Phone</u></td> <td>25 calls</td> <td>\$16.57</td> <td></td> <td></td> </tr> <tr> <td><u>Materials</u></td> <td></td> <td>\$124.30</td> <td></td> <td></td> </tr> </table>		<u>Travel</u>	18 trips	\$266.99	<u>Total</u>	\$407.86	<u>Phone</u>	25 calls	\$16.57			<u>Materials</u>		\$124.30		
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<u>Phone</u>	25 calls	\$16.57															
<u>Materials</u>		\$124.30															
Observations & Evaluation:	<p>The nine 4-H members were enthusiastic and did an excellent job despite the short time and lack of previous photographic experience. Three, John Schaefer, Paul Moritz and Debbie Dobmeier, produced particularly good work. The slide show was set up for the entire 3-day fair; however, the sound portion did not work because an amplifier was faulty. The pace was exhausting because of frequent trips to conduct photography classes and to prepare the fair display. Stu Brodsky proved a good instructor. The project addressed objective 5.</p>																
Recommendation:	<p>A photography project has value, but should be allotted more time to allow students to develop their abilities. A complete year would allow a progression of subjects, including attitudes and emotions of subjects to be explored. The photographs could then lead to other types of projects which would build on the observations made through photography.</p>																

12 Hector Business District Planning and Design Study

Client:	Hector Civic and Commerce Committee.
Problem:	The Civic and Commerce Committee felt that the downtown needed visual

improvement to enable Hector to compete more effectively as a commercial center.

Analysis of
Need:

Hector had a commercial district with problems similar to Bird Island - old building facades, cluttered signs, a wide street with little protection from sun or wind, and cluttered alleyways. The business street was a trunk highway - thereby limiting design options and worsening an already inadequate parking situation. Even the existing parking was likely to be lessened as the state highway department pressed for replacement of angle parking with parallel parking. Several vacant lots adjacent to downtown were being investigated for purchase by the city as parking lots. The commercial area stood in stark contrast to the well treed residential district. Similar to Olivia, a separate highway-related commercial and industrial strip on 212 was developing apart from downtown since the downtown area was located 4 blocks north of the highway. Several handsome historically significant buildings remained downtown.

Resources
Utilized:

Students, Disciplines & Credits: All were architecture students.

<u>Summer '72</u>	<u>Fall '72 & Winter '73</u>
Dominic Greco	Brian Cluts 12 credits
	James Fredeen 12 credits
	Kent Moses 12 credits

Staff & Faculty: Roger Clemence, Architecture

Community: Members of the Civic and Commerce Committee, the village council and the staff of the school district were particularly helpful.

Solution:

As in Bird Island, the proposal recommended coordinated design standards for signs and building facades as guidelines for short-term improvement of the downtown. In addition, vacant lots near downtown that were being acquired by the village could provide adequate parking when properly designed. Attention was called to two historic buildings: the bank, and the newspaper office. A renovation proposal for the newspaper office was prepared. The proposal emphasized and encouraged the growth of existing farm service companies into a farm service center at the junction of highways 212 and 4. The separation between the highway 212 commercial area and the older downtown could be made an asset by upgrading the park separating the two areas.

Procedure &
Duration:

After a series of visits to record existing structures and to determine goals and objectives for downtown development, the students prepared a set of plans, sketches and a model illustrating their proposals. These were presented to the Civic and Commerce Committee and the Village Council. The presentation included a section of futuristic proposals for "Hector 2000" which showed possible longer-range goals for Hector's development. The farm service center concept developed out of this latter study.

July

Initial survey work, photography, needs assessment, and preliminary small scale fix-up projects were undertaken during the summer.

Late September

Goal statements for the project were completed.

Early November

Initial design proposals were made.

November

Early proposals were refined through meetings with Civic and Commerce Committee and the faculty.

January

The Hector 2000 proposal was developed.

through March

April

The final presentation of Hector 2000 and spin-off projects occurred.

Project
Initiation:

Initial contact was made with Bob Barry, the high school counselor, on the recommendation of Father Brunner. Mr. Barry provided the linkage to Ellis Bloomfield, the editor of the Hector Mirror, who became the principal contact for the first half of the project. During the last quarter John Hopperdeitzel, the recently-elected Civic and Commerce Committee president, served as principal contact for the students.

Project Cost:

Travel 15 trips \$204.78

Total \$236.41

Phone 7 calls \$10.46

Materials \$21.17

Observations
& Evaluation:

The small number of students in the UEC summer '72 program placed the project responsibility for Hector on Greco's shoulders while he was also working with Olivia. While Greco was able to develop some well-received initial design proposals, it was hard for one person to devote enough time to the project. The problem was solved in the fall quarter with the introduction of 3 new students who worked capably for the next two quarters. During the fall and winter, four spin-off

projects were begun (and will be described below) due to the students' diligence. The Hector team was the most active in working with the village council. This was due in large part to an early spin-off project, the redesign of a building to house a community center, designed to attract HUD funding. The long-range plan, while not practical in all of its parts, proved valuable. It included a proposal for the development of a farm service center which capitalized on existing facilities and interest. The concept was taken by Hector businessmen who are trying to develop it. This project addressed objectives 4, 5 and 6.

Recommendation: See project 7.

13 Fairfax Business District Planning and Design Study

Client: Fairfax Civic and Commerce Committee.

Problem: The problem was defined as broadly as that in Hector (project 12). In addition, the village wanted suggestions for locating a residence for ambulatory senior citizens.

Analysis of Need: Fairfax was built during the same period as the other county communities and had many of the same visual and planning problems (see projects 7, 8 and 12). However, its unique feature is its compact downtown with two parallel main business streets rather than one main street. This arrangement caused a great deal of pedestrian traffic across the alley between the streets. The business district was bounded on the north by highway 19 - a strong boundary. On the south the district was bounded by the railroad and the old depot park. The park could have provided welcome green space for people using the downtown, but was separated by a street from the downtown. The senior citizens residence would serve ambulatory people who liked to spend time downtown; however, the most readily available site was on the edge of town across the tracks from the commercial area. This location would intensify the isolation of people who could still walk. The committee also asked that all solutions use existing structures and roadways as much as possible.

Resources

Utilized:

Students, Disciplines & Credits:

Summer '72

Greg Kopischke 6 credits

Gary Ostberg 6 credits

Fall '72 & Winter '73

Tom Cooper 18 credits

Rolf Lokensgard 18 credits

Fred Pagenkopf 12 credits

Kopischke was a Landscape Architecture student, the rest were Architecture students.

Staff & Faculty: Roger Clemence and Robert Hysell, Architecture

Community: The mayor and members of the Civic and Commerce Committee provided the greatest input.

Solution:

The proposal contained six elements: 1) the rehabilitation of the central alley into a pedestrian route; 2) renewal of storefronts and addition of colorful awnings; 3) provision for off-street parking on available land downtown; 4) development of the depot park to link it with the alleyway; 5) location of a senior citizen residence with commercial space on the first floor in the heart of downtown; and, 6) provision of a treed mini-park across the alley from the senior citizen residence. Refer to appendix D for photos of proposal elements.

Procedure &
Duration:

The project was conducted from mid-summer 1972 through winter quarter 1973. A particularly well-done model and a set of drawings illustrating the proposal were presented at the conclusion of the project. The following schedule was used by the students:

Late June

The initial meeting between students and the Civic and Commerce Committee occurred.

July

Initial mapping, sketch elevations of storefronts was begun.

August

Initial storefront proposals were made.

Late September

The new students were introduced and began an overall landuse, traffic and design study.

December

Schematic proposals were presented for feedback.

January

A revised proposal was prepared taking into account

through March the feedback from previous meetings.

Early April

The final model and drawings were presented.

Project
Initiation:

On Father Brunner's recommendation, contact was made with the mayor of Fairfax, Ken Havenmeier. Mayor Havenmeier provided an introduction to Robert Dixon, the treasurer of the Civic and Commerce Committee and

Project Cost:	<u>Travel</u> 16 trips \$178.76	<u>Total</u> \$189.29
	<u>Phone</u> 5 calls \$5.03	
	<u>Materials</u> \$5.50	
Observations & Evaluation:	As in Hector the summer start-up was slow; the summer students did not continue into the fall. However, the team in the fall and winter was very competent. The project addressed objectives 4, 5 and 6.	
Recommendation:	See project 7.	

Client: Housing for Olivia Incorporated, a non-profit corporation created to develop housing in Olivia for senior citizens.

Problem: The corporation was developing housing on a flat site on the western outskirts of Olivia and requested a landscape design.

Analysis of Need: The site was bordered by Federal highway 71 between Olivia and the development. Surrounding the remainder of the site were cornfields, one street of new single-family homes, and a farmhouse. Those buildings were all several hundred yards from the new housing. The complex appeared isolated from the community it would serve. In addition, the spaces among the buildings were also bleak making it difficult for residents to socialize out-of-doors during warm weather.

Resources Utilized: Students, Disciplines & Credits: One Landscape Architecture student was involved through a special problem course on site design in his department.
Staff & Faculty: A special problem instructor from Landscape Architecture.
Community: Housing for Olivia, Incorporated.

Solution:	Because of the barrier created by highway 71, the study centered on the complex itself concentrating on uses which might be made of outdoor spaces during warm weather. Although the student did not complete the project, criteria for a successful design were discussed with the corporation. Included were suggestions for outdoor garden space, for seating areas in sheltered portions of the development within sight of other outdoor activity areas, for plantings with colorful foliage, and for plant varieties which bloomed at varying times through the growing season to provide continual additions of color to the complex.
Procedure & Duration:	The project was begun during fall quarter 1972, but was not completed. During early fall the student attended several meetings with the building committee of the corporation to define the problem and develop criteria for a successful proposal. The student then dropped the project leaving no drawings to illustrate the criteria. Since the quarter had already begun, it was impossible to shift another student onto the project.
Project Initiation:	The project was initiated by Pastor Nielson, a member of the board of the corporation.
Project Cost:	none
Observations & Evaluation:	<p>Although the project was not completed, it produced a significant outcome, unique among the uncompleted projects. Many of the design criteria were incorporated by the committee into a later proposal developed for the corporation by a professional firm. The project fulfilled objectives 4 and 8.</p> <p>Termination of the project was abrupt; the student left without communicating with the program or Housing for Olivia, Inc.</p>
Recommendation:	Having one student working on a project always opens the possibility for abrupt termination. To counter that possibility, the involvement of several individuals or teams working on the same project seems advisable. This approach limits the number of projects which can be undertaken by a given number of students, but would insure completion of a project with a greater variety of proposals to evaluate.

15 Hector Community Center Design Proposal

Client:	Village of Hector and the Hector Civic and Commerce Committee.				
Problem:	The village had a commitment from HUD for purchase and rehabilitation funding to turn an existing building into a community center if the village could show how the building could be remodeled. In mid-project the choice of buildings changed, requiring a design for the subsequent choice.				
Analysis of Need:	The existing building was located centrally in downtown providing a good location for seniors and youth. Both buildings required an additional bathroom, lounge space and kitchen. The solution needed to be described in drawings suitable for inclusion with the application for HUD funding.				
Resources Utilized:	<u>Students, Disciplines & Credits:</u> Brian Cluts and Jim Fredeen, both Architecture students, undertook the project as part of their involvement with Hector. <u>Staff & Faculty:</u> Roger Clemence, Architecture <u>Community:</u> members of the Hector Civic and Commerce Committee.				
Solution:	Because of funding constraints, a minimal remodeling of existing facilities to make use of existing areas and utility locations was most suitable.				
Procedure & Duration:	The project was accepted as part of the design effort in Hector. The project ran from October 1972 through winter quarter 1973. It took that long because of the need to change buildings after a proposal was developed for the first building. The following schedule describes the progress of the project: <table><tr><td><u>October</u></td><td>The community center project was proposed by Hector for the American Legion Building.</td></tr><tr><td><u>Late October</u></td><td>Research and Design were accomplished quickly to</td></tr></table>	<u>October</u>	The community center project was proposed by Hector for the American Legion Building.	<u>Late October</u>	Research and Design were accomplished quickly to
<u>October</u>	The community center project was proposed by Hector for the American Legion Building.				
<u>Late October</u>	Research and Design were accomplished quickly to				

	<p>enable an application to be submitted rapidly; however, the Legion voted not to sell the building. The project was delayed until a new building, an old furniture store, was located by the town. A new proposal was developed by the students for the new site. Application for community center funding made and accepted.</p>						
	<p><u>November to</u> <u>February</u> <u>March to</u> <u>April</u></p>						
Project Initiation:	<p>The project developed through contact with Ellis Bloomfield, the principal contact on project 12. Mr. Bloomfield described the attempts to develop a community center in the business district and provided the linkage to the city council and mayor.</p>						
Project Cost:	<table border="0"> <tr> <td><u>Travel</u> none*</td> <td><u>Total</u> \$5.50</td> </tr> <tr> <td><u>Phone</u> 3 calls \$5.50</td> <td></td> </tr> <tr> <td><u>Materials</u> none</td> <td></td> </tr> </table> <p>*travel expenses were recorded as part of project #13.</p>	<u>Travel</u> none*	<u>Total</u> \$5.50	<u>Phone</u> 3 calls \$5.50		<u>Materials</u> none	
<u>Travel</u> none*	<u>Total</u> \$5.50						
<u>Phone</u> 3 calls \$5.50							
<u>Materials</u> none							
Observations & Evaluation:	<p>The project fulfilled objectives 4 and 8. The students provided a valuable service by persevering as Hector renegotiated for its Community Center. In addition they received valuable experience in detail design.</p>						
Recommendation:	<p>none.</p>						

16 Hector Municipal Bar and Liquor Store Remodeling

Client:	Hector Village Council.
Problem:	The municipal bar and liquor store needed both a new design for the interior and a new entry design.
Analysis of Need:	The existing building was relatively new but the interior space needed reorganizing. There was no room for entertainment and no separation for the liquor store.
Resources Utilized:	<u>Students, Disciplines & Credits:</u> Jim Fredeen and Brian Cluts, Architecture students, agreed to undertake the project as a further service

to Hector.

Staff & Faculty: Robert Hysell, Architecture.

Community: The mayor and liquor store manager were primary contacts.

Solution: An existing west exit and current liquor storage would provide an entryway and coat room for an entertainment area. The liquor store section could be shifted to provide separate outside entries to both store and bar with a lockable doorway between the two. The bar interior was redesigned, leaving the bar and utility connections in place while providing a game room and small lounge area separate from the bar but within sight of the bartender.

Procedure & Duration: The students presented drawings illustrating proposed changes to the village council. Initiated in November 1972, the project was developed through winter quarter 1973. The following calendar outlines the process of development:

<u>November</u>	The project was suggested by Mayor Dahlheim. The project was set aside until early February.
<u>February</u>	The building was measured and program needs were researched. Alternative proposals were presented to the Council.
<u>March</u>	A final proposal was designed and presented to the Village Council.

Project Initiation: The project was suggested by the village mayor during a meeting with the students midway through fall quarter 1972.

Project Cost:

<u>Travel</u>	none*	<u>Total</u>	\$3.89
<u>Phone</u>	2 calls		\$3.89
<u>Materials</u>	none		

*travel expenses were recorded as part of project #13.

Observations & Evaluation: The project proved to be a real design challenge for the students since the building also housed the fire department and the budget was tight. Objective 4 was fulfilled.

Recommendation: none

17 Hector Education Projects

Client:	Hector Public Schools and the Renville County Development Program.
Problem:	The project staff wanted to involve local students in the physical design proposals for Hector.
Analysis of Need:	<p>With the realization of the need for beautification in Hector and the existence of teachers and students in the school system interested in projects, the possibility existed to introduce high school students to the design project and develop sub-projects which they could do. Several problems were suggested as exercises for high school students:</p> <ol style="list-style-type: none">1) there was interest in creating a town logo;2) there was a prominent end-wall at the entrance to downtown which was blank and provided an empty "canvas" for a log supergraphic; and3) there was a need to provide street furniture, primarily downtown for use by elderly shoppers.
Resources Utilized:	<p><u>Students, Disciplines & Credits:</u> Jim Fredeen and Brian Cluts, Architecture students, undertook the project as a way to widen the audience for their downtown design process and proposals.</p> <p><u>Staff & Faculty:</u> Roger Clemence, Architecture.</p> <p><u>Community:</u> Teachers and students from the high school art and shop classes.</p>
Solution:	<p>The students helped the teachers to develop project ideas based on the three problems:</p> <ol style="list-style-type: none">1) the art class held a contest to develop a town logo or symbol to be painted on the blank wall downtown; and2) the shop class designed and built a concrete bench prototype for use downtown.
Procedure & Duration:	The University students spoke in high school classes explaining the Renville County Development Program and showing slides of sample design problems in Hector. They also helped with the bench design. Their

involvement occurred during January and February 1973. Fredeen and Cluts were basically catalysts, involved at the start but pulling back once the teachers developed plans for their classes.

Project Initiation: The University students developed the idea of classroom involvement in consultation with Bob Berry, the high school counselor, and Don Estensen, the principal. Berry put Fredeen and Cluts in touch with the teachers who were interested in involving their students in projects.

Project Cost: Travel none* Total \$13.20
 Phone 9 calls \$13.20
 Materials none
 *travel expenses were recorded as part of project #13.

Observations & Evaluation: The project served to widen interest and involvement during the period that the University students were involved - i.e., the logo contest was held but a supergraphic was not painted on the wall. Had there been a person or organization in town with enough time to help the high school teachers and students solve the logistical problems of painting the logo, the supergraphic undoubtedly would have been completed. The project did illustrate the catalytic effort which service-learning projects can have. It fulfilled objective 5.

Recommendation: It would be desirable to locate a person or group in a community who could take on organizing tasks. Locating such a person or group requires more organizing time on the part of the Project staff suggesting either additional staff, fewer towns, or creation of a fieldwork slot for community organization students.

18 Newspaper Articles

Client: Renville County Development Program.

Problem: The staff wished to see issues raised by the design teams presented to a larger public than the groups interested in Central Business District (CBD) design.

Analysis of Need:	A series of newspaper articles airing issues related to planning, population decline, and aging could help to familiarize citizens with both the kinds of projects University students were doing and the issues which the county would continue to face after the students left. Such a set of articles would require a time commitment and writing skill beyond that possessed by most architecture and landscape architecture students.						
Resources Utilized:	<p><u>Students, Disciplines & Credits:</u> Bill Gergan (4 credits) and Bruce Panokin (2 credits), fall quarter '72, and James Nosker (5 credits) spring quarter '73. All three were students in the Department of Information and Agricultural Journalism.</p> <p><u>Staff & Faculty:</u> David Zarkin and Dr. Harold Swanson, Information and Agricultural Journalism.</p> <p><u>Community:</u> The editors of Renville County newspapers provided information about the county to the students and printed most of the articles.</p>						
Solution:	With the cooperation of local editors the project created "practicum" opportunities for journalism students to do feature articles for publication in Renville County newspapers.						
Procedure & Duration:	Three agriculture journalism students took independent study credit to research and write articles on rural development problems and to report on the activities of the design students. Each student worked for one quarter as outlined above. The students were assigned to develop a series of articles about the issues facing Renville County and its neighbors in Southwest and West Central Minnesota. They sought interviews with people in the county, the University and State government to acquaint themselves with their topics. The students then prepared weekly articles for criticism by their faculty. Satisfactory articles were then made available to county editors.						
Project Initiation:	The project was initiated by the Field Coordinator in conjunction with Professor Harold Swanson.						
Project Cost:	<table border="0" style="width: 100%;"> <tr> <td style="width: 60%;"><u>Travel</u> 5 trips \$66.75</td> <td style="width: 40%; text-align: right;"><u>Total</u> \$66.75</td> </tr> <tr> <td><u>Phone</u> none</td> <td></td> </tr> <tr> <td><u>Materials</u> none</td> <td></td> </tr> </table>	<u>Travel</u> 5 trips \$66.75	<u>Total</u> \$66.75	<u>Phone</u> none		<u>Materials</u> none	
<u>Travel</u> 5 trips \$66.75	<u>Total</u> \$66.75						
<u>Phone</u> none							
<u>Materials</u> none							

Observations
& Evaluation: The students did an excellent job of researching and presenting the issues underlying the Renville County Development Program. It was more difficult for them to report on the progress of design or survey projects since in many cases those projects were concluded at the end of the quarter, just as the agricultural-journalism students were finishing their work. The lack of a writer during winter quarter 1973 precluded any reporting on a number of projects. This occurred because crediting arrangements with the Department of Information and Agricultural Journalism were not made early enough to enable students to sign up. The project fulfilled objective 5.

Recommendation: As with all disciplines outside of architecture and landscape architecture, crediting arrangements need to be made at the departmental level several quarters in advance of a project, and at the faculty level at least one quarter in advance of a student's involvement.

19 Road Study

Client: Southern Minnesota Sugar Beet Growers Association.

Problem: Sugar beet growers in the Renville County area needed to find a location for a new sugar beet processing plant which would equalize hauling distances as much as possible for potential growers.

Analysis of
Need: A method of showing the location of concentrations of potential growers and their distance from adequate roads would provide the basis for choosing a plant site.

Resources
Utilized: Students, Disciplines & Credits: Bob Borchers and Kirk Dahl, both Geography students, undertook the project as a part of a cartography course in which each was registered.
Staff & Faculty: none.
Community: Base maps were supplied by the Renville County highway engineer.

Solution: A map showing the center of beet growing acreage and existing roads would display the needed data.

Procedure & Duration: The geography students took the data provided and in several weeks developed a map showing the pattern of growers in relation to usable roads. Early in April 1973, the map was prepared and presented to Dale Rudeen, a former beet farmer and an organizer for the plant.

Project Initiation: Dale Rudeen requested the project during an orientation meeting introducing students to Renville County.

Project Cost: Travel none* Total none
Phone none
Materials none
 *travel expenses were recorded as part of project 9.

Observations & Evaluation: The project was a good introductory exercise for the students and provided very useful data to farmers, and in the long run to towns in West Central Minnesota. The project fulfilled objective 8.

Recommendation: none

20 Service Area Surveys

Client: The business association and schools of each town and the Renville Development Program.

Problem: There was no systematic data available showing the competitive position of Renville County towns as providers of goods and services. The question was posed to determine if the towns acted separately or as an extended shopping center and whether they competed primarily with one another or with larger centers out of the county.

Analysis of Need: A study showing the towns in which people preferred to shop for various goods and services would enable county businessmen to gauge their standing in relation to other towns. Because of time constraints, a limited sample of residents had to be taken.

Resources
Utilized:

Students, Disciplines & Credits: Four geography students were involved for 4 credits each. Robert Borchers, Kirk Dahl, Joel Oliver, and Peter Sussman. Each undertook the project as part of their work for the geography course, American Cities.

Staff & Faculty: John Borchert, Geography and Robert Morse.

Community: Juniors and seniors, teachers and guidance counselors from the ten Renville County school districts having most or all of their area within Renville County and the Minnesota Army National Guard based in Olivia.

Solution:

A questionnaire was devised based on work done by Brian Berry in his examination of central places in Iowa. A sample approximating county residents was selected by distributing questionnaires to all junior and senior high school students and asking them to indicate the town of first choice where their family shopped for each of twenty-eight goods and services.

Procedure &
Duration:

After the initial statement of need by merchants, several approaches to questionnaire design and sampling were tested by UEC with the aid of one student. The questionnaire was administered to members of the Minnesota Army National Guard unit based in Olivia. Their comments on ambiguities they encountered in answering the questionnaire aided in refinement of the questionnaire.

It was proposed to the business associations and school district administrators that high school juniors and seniors be the population sampled by the questionnaire. Upon obtaining the approval of the school districts, the high school principals and counselors arranged a time for the administration of the questionnaire which was designed for completion in one class period.

Meanwhile, the geography students finalized the survey format and research technique. After being assigned to school district, the students met with merchants and school personnel to learn more about the communities. The university students then administered, collected, tabulated and mapped the survey results. Using the maps to illustrate the service area patterns exhibited by each type of goods or service, the university students presented their findings to the business associations. The following schedule describes the progress of the project:

<u>December</u>	Interest in a service-area study was expressed by merchants and farmers.
<u>January</u>	Research into questionnaire design and mapping technique was begun. A questionnaire was designed for a first test.
<u>February</u>	The questionnaire was administered to the members of the Minnesota Army National Guard in Olivia.
<u>March</u>	Project defined and arrangements made to involve members of Dr. Borchert's geography class.
<u>April</u>	Students researched questionnaire techniques and developed questionnaires.
<u>Early May</u>	Survey administered to the junior and senior classes.
<u>Mid May -</u>	Survey results tabulated and mapped.
<u>Mid June</u>	
<u>July</u>	University students presented maps to local business associations.

Project Initiation: The project was initiated by Robert Morse as an outgrowth of conversations with businessmen and farmers involved with the Renville County Development Program. Dr. Borchert then cast the project in a framework which allowed geography students to research the problem.

Project Cost:	<u>Travel</u> 13 trips \$239.08	<u>Total</u> \$491.26
	<u>Phone</u> 32 calls \$51.70	
	<u>Materials</u> \$200.48	

Observations & Evaluation: Junior and senior high school students were chosen as a sample population for five reasons: 1) they could answer accurately on behalf of their families; 2) they were easy to reach without resorting to mailed questionnaires or personal interviews; 3) a 100% response rate could be insured; 4) they proportionately represented rural and town residents; and, 5) school district boundaries were thought to approximate the market area for lower order goods and services such as banking and gasoline. The project needed a tighter presentation of the theoretical base for service area surveys in order to give students a firm direction quickly. Students lost time digging up resources and setting up contacts with school districts. Much time was spent in preparing the maps used in the report. Additional computerization of the study technique should

be examined to try and reduce mapping time and to increase the potential for comparing many counties. The project fulfilled objectives 1, 2 and 3.

Recommendation: While digging for data can provide a valuable exposure to the problems of adequate data collection, a project should be planned with sufficient time for digging. When a project has a short time line, students should concentrate on survey development, distribution, tabulation, and a final report.

APPENDIX A

Budget Summary

Personnel	\$18,143.00
Salaries (\$17,075.26)	
Fringe (\$1,067.97)	
Travel	1,649.00
Supplies, communications, misc.	637.00
Printing	1,393.00
Overhead	<u>2,699.00</u>
TOTAL	\$24,521.00
Title I Funding	\$14,000.00
University Matching Funds	\$10,521.00

APPENDIX B

Reports of the High School Student Attitude Survey

Each of the three students who conducted the survey prepared an article for distribution to the county papers. These are copies of their reports.

County High School Youth Help U of M Students With Survey

by Sue Dyste - one of the University students
from the survey group

Do young people like living in Renville County? Why might they leave after graduation? How many want to come back? These, and other questions were answered recently, in a survey developed by high school students from Bird Island and Hector in cooperation with three University of Minnesota students in the Renville County Program. The group wanted to learn how attitudes and post-graduation plans of county high school students would effect Renville County.

The Renville County Program itself is a direct result of a study done by John Sanger, an architectural planning student from the University of Minnesota, who is originally from Bird Island. His study showed that Renville County's population is declining faster than almost any other county in Minnesota, and that unless some action is taken to improve conditions of communities in Renville County, that there is a possibility of the County not surviving with its present number of towns.

With his data and a strong commitment from the Urban Education Center, of the University of Minnesota, the Renville County Program came into existence. The Urban Education Center is a field study center, where students can earn credits while giving service to a community. Approximately twenty students and faculty members from the University of Minnesota make up the Renville County Program. They represent seven different major fields of study. Many of the students come from small towns, and have their own

insights into small town and rural problems. However, they all share a concern for the continuation of a rural and small town way of life. As a task force they can act as a resource group, which they hope, can aid you in developing ideas, possibly strengthening the quality and enjoyment of life in Renville County.

One means of looking at the problem of people moving out of the County was to go to the main source, the youth, who will be doing most of the moving. Three students from the University proposed to try to learn about some of youth's attitudes concerning their town, and the County as a whole, by developing a questionnaire. The students included Sonja Quanbeck, from New London, Minnesota, a senior with an interdepartmental major; Sue Dyste, from Minneapolis, a sophomore in Urban Studies; and Jim Hathaway, from Excelsior, Minnesota, a senior in Geography.

This particular article will be one of three articles covering the work done by not only these three students, but also, the activities of Renville County high school students and faculty who helped in formulating, distributing, and collecting the data.

This article will give a brief description of the schools and people involved, and some of the main reasons for high school graduates moving away from their communities. In the next article Jim will be covering the shopping habits of the youth, and will show that a great number of goods and services are being purchased outside of the County. The final article, by Sonja, will talk about what changes would need to be made in order for more youth to stay on in their communities. The response to this particular question brought out most definitely that a

majority of the youth did want more services, such as more jobs, stores, and entertainment. It is interesting to know that, in general, the young people want many of the services offered by larger cities, but do not want to see any large increase in town population.

The schools involved in the questionnaire were the tenth through twelfth grades of Bird Island, Buffalo Lake, Danube, Fairfax, Franklin, Hector, Morton, Olivia, Sacred Heart, and St. Mary's (due to lack of time, Renville was unable to participate). We had assistance from Father Brunner, Mr. Yoakum, and students from St. Mary's Parochial School; and Mr. Estenson, Mr. Barry, and students from Hector High School. The completion of the questionnaire was accomplished by Mr. Yoakum and students from St. Mary's. After stacking the appropriate number needed for each school, we were fortunate enough to have Mr. Barry aid us in distributing the questionnaire to counselors of the schools. The collecting was then completed by students from St. Mary's.

The questionnaire showed that 73% of the students were satisfied with life in Renville County, while only 24% were not. Many of the students like their small towns, their small school environment, the friendly people and spaciousness of the area. On the other hand, when asked if they plan to leave after graduation, 84% said they were planning to leave, while only 16% said they would be staying. For students returning after further education, military service, or job training the response was 54% considering moving back, 40% would not be moving back and 6% were uncertain. A majority of those leaving were looking for areas with a larger population. Other reasons influencing

their choices were: Further education, lack of jobs in the County, more excitement, more job variety to choose from in larger cities, a lack of entertainment where they now live. Many of those students staying on in their towns were planning on working for their families on farms or in stores and offices.

The questionnaire has helped us in becoming aware of some attitudes and needs of the youth in the County, but this is only a beginning. We also hope to learn about similar concerns of adults, from the late teens and twenties to the elderly. In this way, definite goals and desires can be defined and implemented, and action can be taken.

(Next week, Jim Hathaway will write about where kids by clothes, food, gas, and go for movies and dances.)

SHOPPING HABITS OF COUNTY HIGH SCHOOL STUDENTS (2nd in a series of 3)

by Jim Hathaway

All high school students in Renville County leave the county for shopping of one type or another. In a survey given at the end of the '71-'72 school year, 972 of the County's tenth, eleventh, and twelfth graders (10 of 11 high schools reported) responded to the question: "Where do you usually go for the following: clothing, movies, dances, eating, and gas?"

Their answers showed that students purchased clothing and went to movies and dances in communities outside of Renville County; but most bought food and gas in Renville County.

Less than 10% of students who responded listed towns in Renville County as places to purchase clothes. The largest percentage (37%) of students listed Wilmar as their choice. Redwood Falls was cited by 18%, the Twin Cities by about 13%, and Hutchinson, New Ulm, and Renville County towns each by 10% of the students. The major reason for this trend would seem to be the greater variety being offered in these towns at the time of survey. Obviously, this is directly related to the lack of youth-oriented clothing shops in Renville County. The towns with such shops attract students. Wilmar was listed by about 42%, and Hutchinson by 11% and New Ulm by 11% of the students.

The survey results also support the observation made by Mr. Sanger and others that the County sales dollar is being fragmented among surrounding towns. Young people tended to list large

towns nearest their home town more often. Wilmar was listed most often by kids from the north-central part of the County, New Ulm by kids from the Fairfax area, Redwood Falls by the south-central part of the County, and the Twin Cities by kids from the eastern part of the County. The "clothing" map shows this pattern.

When students were asked where they frequently attended movies, they listed Redwood Falls most often (34% of the responses) with Hector listed right behind (32%). Redwood Falls was listed by young people throughout the County, while Hector was listed mainly by students from the eastern portion of Highway 212. Wilmar was cited by 14% - mainly from north-central Renville County. Buffalo Lake and Fairfax were listed by 11% and 9% respectively - each theatre seemed to draw primarily from its own town and nearby area.

Dance attendance is interspersed fairly evenly throughout the County with the only major exception being Redwood Falls, which attracted 162 young people from all over the County. Ballrooms at Gibbon and Lake Marion were occasionally mentioned. Students often listed more than one town, perhaps this shows a desire for more and/or better dances at home.

In response to questions about where they like to eat, young people from Olivia, Fairfax, and Hector replied that they eat primarily in their own towns. Sacred Heart students split between home and elsewhere. Kids from Buffalo Lake, Bird Island, Danube, Franklin, and Morton frequently leave their towns to eat elsewhere. Olivia, with such establishments as "Da Joint," attracted 206 students from the Highway 212

towns. 149 students chiefly from the Highway
19 towns ate in Redwood Falls.

Of all the buying categories gas proved to be
the item most often bought within the County -
in fact, it was purchased in a student's home
town about 95% of the time.

The purchase of many clothing articles and
frequent attendance at movies, dances and
restaurants outside the County represents
unknown - but apparently large - dollar flow
leaving the County. A county with 20,000 people
could support the services the kids are leaving
for. Can Renville County do it?

LOCAL STUDENTS DESIRE CHANGES
(last of three articles)

by Sonia Quanbeck

In conjunction with the Renville County Program, a survey was taken of the 10th through 12th graders in Renville County. Through the survey we tried to determine the feelings students had about living in Renville County and also their plans for the future. This article will deal with the feelings students have about living in Renville County.

The students were asked what changes could be made in the County to provide greater incentive for them to stay and live in Renville County after they graduate from high school. There was a wide variety of answers as to what changes they would like to see made. The students not only indicated they would like more jobs, more stores, more recreation, but also more parks, more vocational-technical facilities, cleaning up the towns, and building apartments. The students wanted to see the services that are available in larger cities offered in Renville County.

A large number of students, 57%, cited the need for more jobs which would enable them to stay and work or return to Renville County to work after they have finished their training or education. Also listed by 58% was the need for more recreation and by 48% the need for more entertainment facilities. A third item mentioned by 43% of the students was the need for more shopping services such as department or clothing stores, discount stores, cycle shops, sporting goods, and a shopping center located near by so that in the words of one student "We won't have to drive so far for things."

In answer to another question on the survey, most of the students said that their ideal town size was between 1000 to 5000 people. The students were satisfied with the town they were living in and did not want a large number of people moving in. The majority liked both their home town and Renville County; and, would return or stay in Renville County if job opportunities were available. Changes the students would like to see would be more services, stores, and recreation, but they would like to retain the atmosphere of a small town.

We would like to thank those students and teachers who helped us with the survey by giving us their time and advice - particularly Mr. Yoakum and his students at St. Mary's and Mr. Barry and the students at Hector. Not only their helpfulness, but also the answers given on the survey, show that students (and adults) are interested and concerned about the future of Renville County. The results of our survey, as our articles have indicated, show that the students of Renville County do like the County, but would like to have the variety of services that are available in larger cities and urban areas. Although the students do want these services, they enjoy small town living and do not want any of the urban congestion associated with larger cities. The question remains - how can Renville County, with 10 small towns and 21,000 people, provide the services, jobs and recreation necessary for young people to make Renville County their home.

APPENDIX C

Summary of the Brunner/Sanger Report

This is a report developed by a student team for distribution to county groups. It summarizes the Brunner/Sanger report, with graphics developed by the students or drawn from "Minnesota Land Use and Settlement 1985" to illustrate changes in county population, land use, services and economy. The report is photocopied from multi-colored masters used in producing a set of slides which accompanied presentations of the Brunner/Sanger report.

RENVILLE COUNTY

Information for this booklet was taken from Renville County:
Phase One - Program Analysis and Minnesota Land Use and Settlement
1985.

Intent of booklet:

- to give a brief summarized view of the trends influencing the future of Renville County.
- to serve as an introduction for further study of the analysis done by John Sanger.
- to encourage more study and discussion among the residents of Renville County for a bright future through cooperative action and planning.

Prepared by:

Tom Flick
Dominic Greco
Rick Hartig
Bob Leslie
Steve Nelson
Bob Ogdahl

In cooperation with:

Fr. J. H. Brunner
John Sanger
Roger Clemence
Robert Morse

Sponsored by:

The Bird Island Lion's Club

POPULATION

PEOPLE AS RESOURCE

In an analysis of an area's resources, the most important commodity is, of course, its people. Without people, all else is beside the point. It is critical to an area's health to have a strong retention of the young adult segment of our population; it is also important to provide services for the elderly and to allow their experience and appreciation for the true values of life to be passed on to the younger groups. The full age spectrum must be utilized if the area is to produce at the highest level.

SUMMARY

With the county in danger of losing its prime resource--people, action must be taken in an attempt to eliminate the age curve abnormalities and stabilize the population base. Cooperation must be initiated in order to increase the number of people under one governing body so that Renville County can have a chance in the competition for industrial development.

Having seen the condition the county is in, we can only hope to make the best of the situation. THE POPULATION IS COMPLETELY GEARED TO THE AGRICULTURAL PROCESS AND THEREFORE WILL CONTINUE TO BE REDUCED. While the townships themselves remain in a healthy condition the villages are being overpowered by the lack of their own growth and also by the drain that is placed upon them by the retiring farmer. WITHOUT A POPULATION CENTER FROM WHICH GROWTH CAN EMANATE, THE COUNTY WILL CONTINUE TO SLIDE BEHIND ITS NEIGHBORS WHO DO HAVE SUCH A CENTER. It would appear that the only way to gain such a center and the advantages that it can provide is through coordinated effort amongst the townships and the villages.

Should such a center be developed, one criteria for its location is its accessibility to people. The various maps and charts show that this center lies between Bird Island and Olivia, if not further east. Since Olivia is the largest village, any development ought to take place near it; the obvious conclusion would be a location east of Olivia.

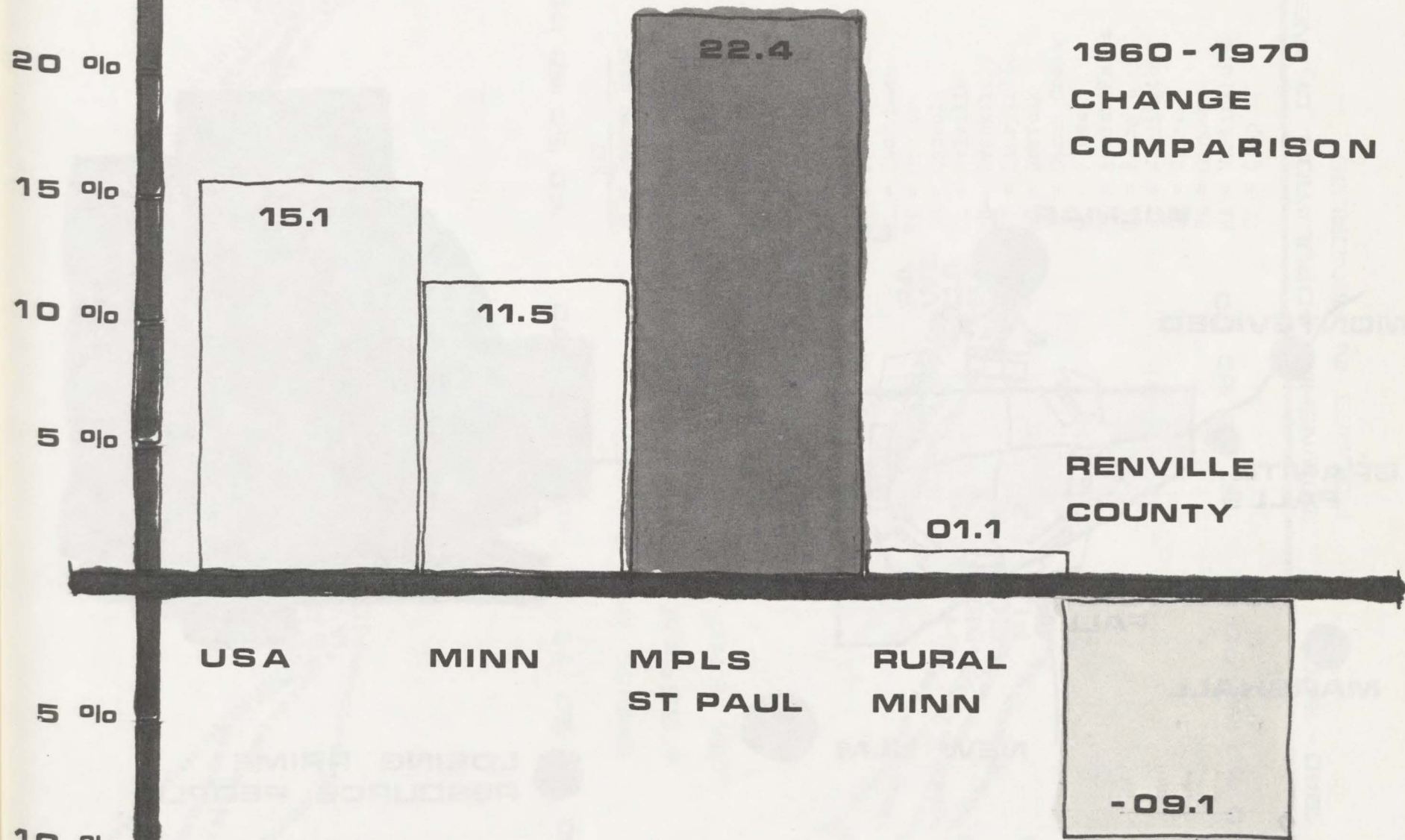
Since all villages will not be affected by the creation of such a center it will be difficult for the county to create this amalgamation. It must be done by those whom it will benefit: every town that is closer to the location of this center than it is to an outside center. It will be important to anyone who wants to determine his own future. We urge the entire county to work for the cooperation which is essential to the success of this project. Hopefully the concept will not be blocked by emotion or prejudice but will be improved by careful study and thought. There is too much at stake for apathy and too little time for emotion.

INTER-RELATIONSHIPS

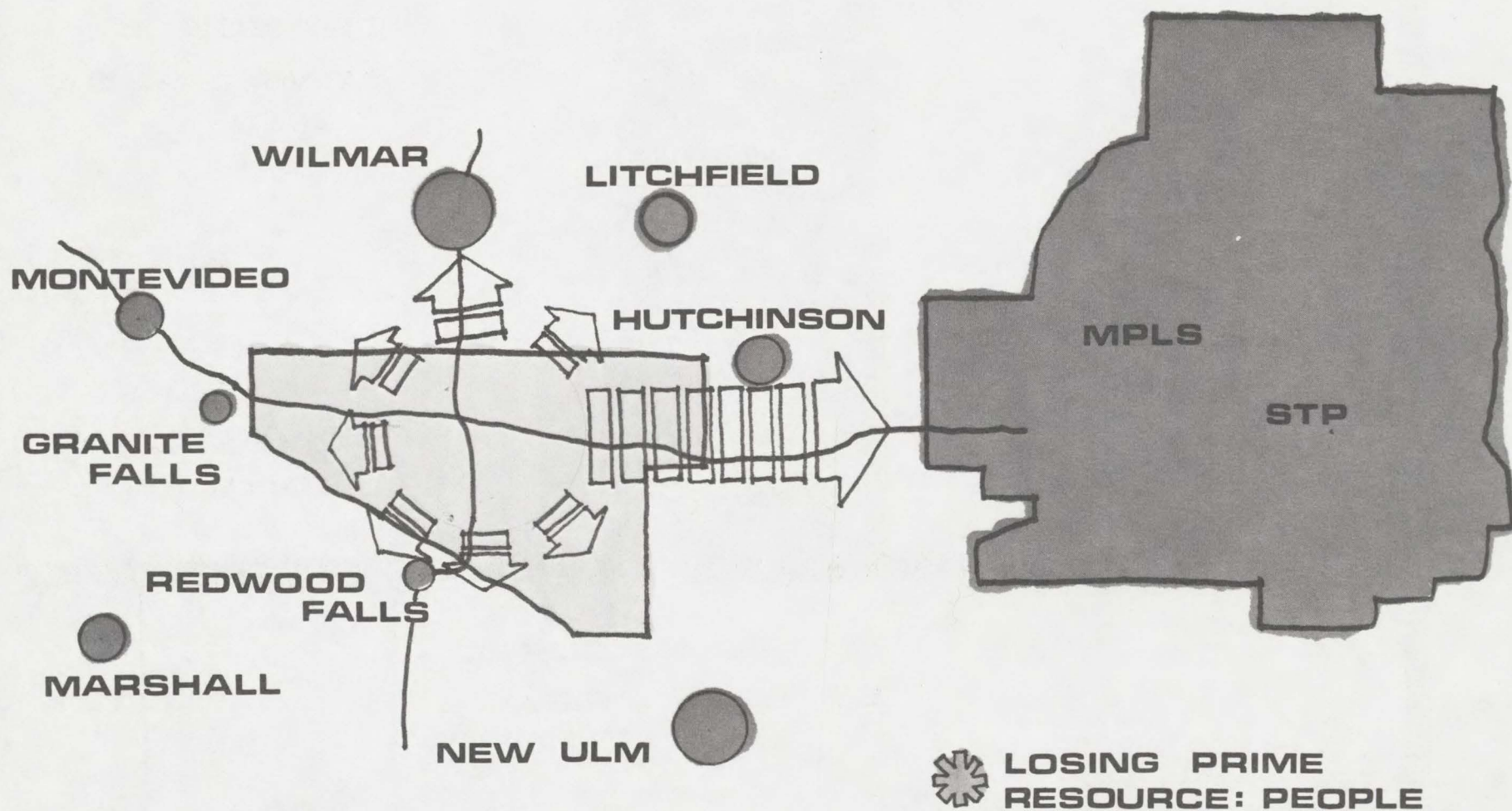
In Renville County, there is almost a numerical balance between those on the farm and those in the villages. In the study area, Renville County ranks second in having the largest percentage still on the farm. Renville County has been proud of its rich agriculture and with every reason; but pride can blind people to the future. For years, the farms have been growing in size and for years they have been predicting that this would level off at the optimum size. Each time this size has been passed without even a slight reduction in the farm growth rate. Obviously, as the farms continue to grow, it means that fewer farm families will be involved in that occupation.

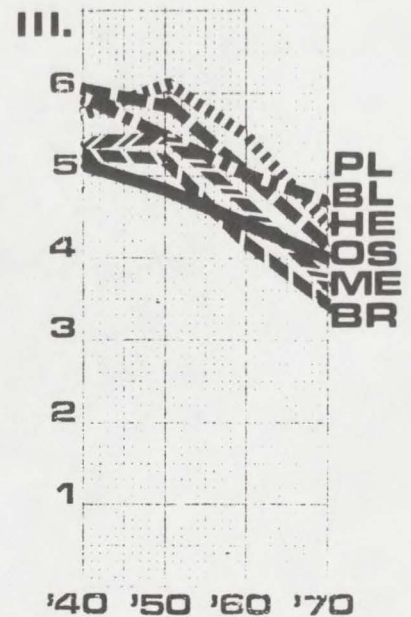
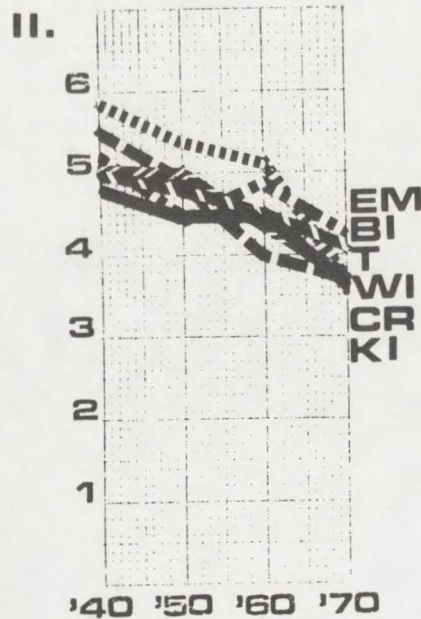
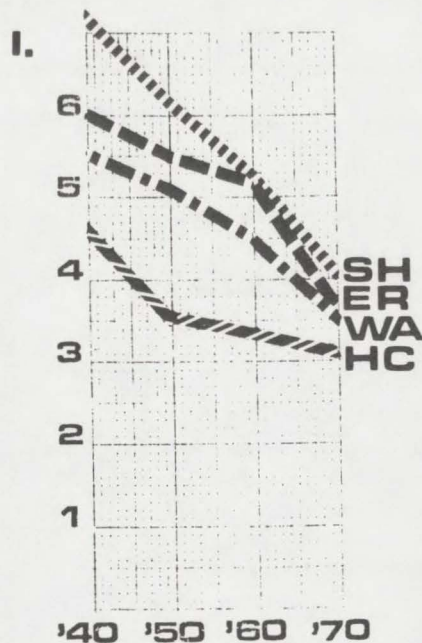
If this continues, what happens? Since almost every village in the county is geared towards serving the farmer, as his numbers decrease, business volumes decrease and it becomes more difficult for the villages to compete. In a report of the selective committee on small businesses, it was stated that for every six farm families leaving a trade area, one small business is forced to close its doors.

As the farmer retires and moves to town, housing is filled with non-child-producing couples; this further reduces business volumes. With fewer families on the farm and fewer child-producing couples in town, school enrollments drop. Eventually, schools will be forced economically into mass consolidation. If this whole process continues, there will not be enough people to maintain the local business districts and eventually the county will become one huge farm with one or two convenience outlets and little else.



POPULATION

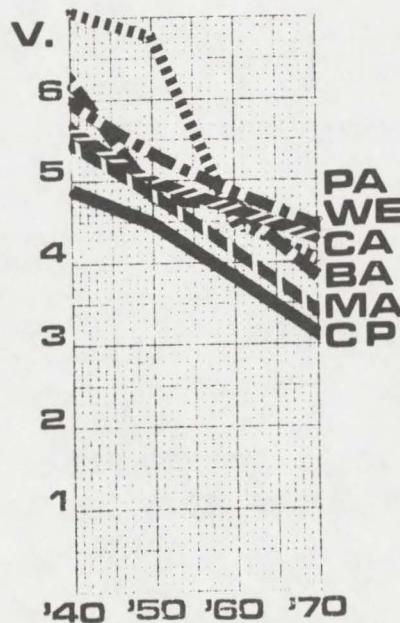
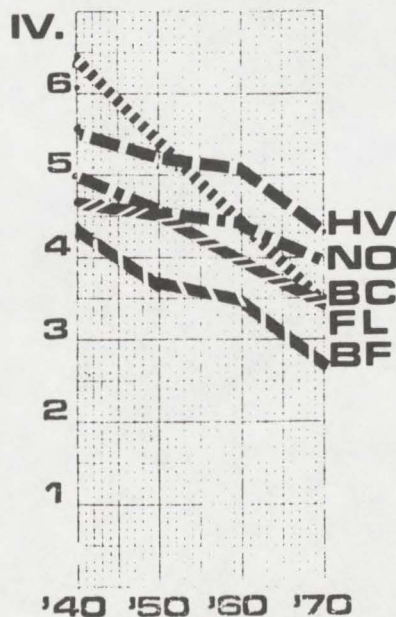




TOWNSHIPS HAVE LOST AN AVERAGE
OF **35%** OF THEIR POPULATIONS
OVER THE PAST THIRTY YEARS.....

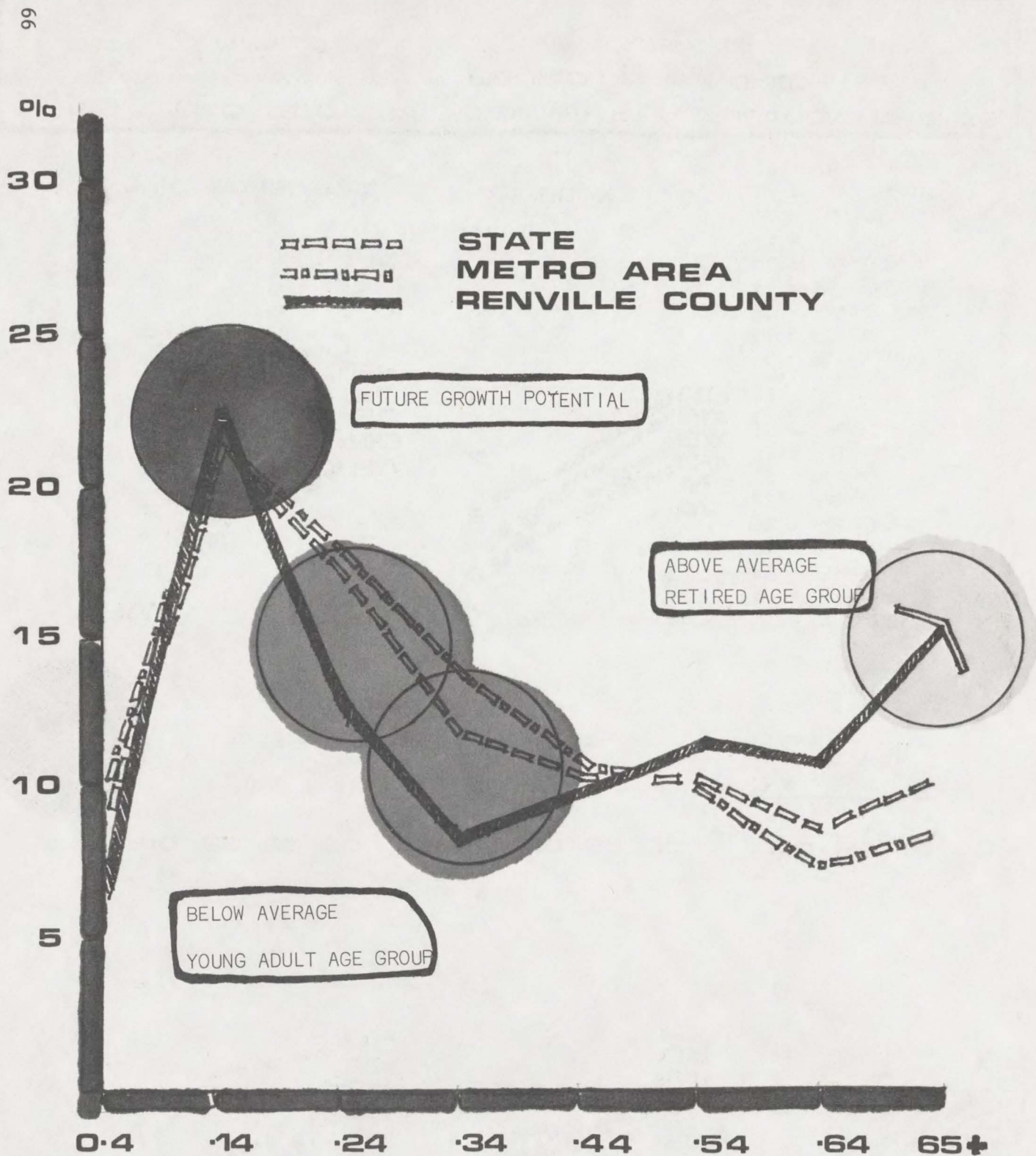
KEY

SH = Sacred Heart
ER = Ericson
WA = Wang
HC = Hawk Creek
EM = Emmett
BI = Bird Island
T = Troy
WI = Winfield
CR = Crooks
KI = Kingman
PL = Preston Lake
EL = Boon Lake
HE = Hector
OS = Osceola
ME = Melville
BR = Brookfield
HV = Henryville
NO = Norfolk
BC = Birch Cooley
FL = Flora
BF = Beaver Falls
PA = Palmyra
WE = Wellington
CA = Cairo
BA = Bandon
MA = Martinsburg
CP = Camp



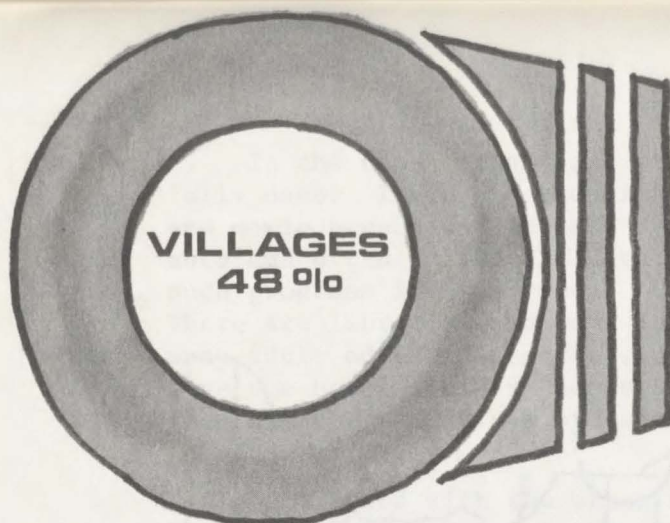
1940 - 1970

TOWNSHIP POPULATION CHANGE
FIGURES IN HUNDREDS

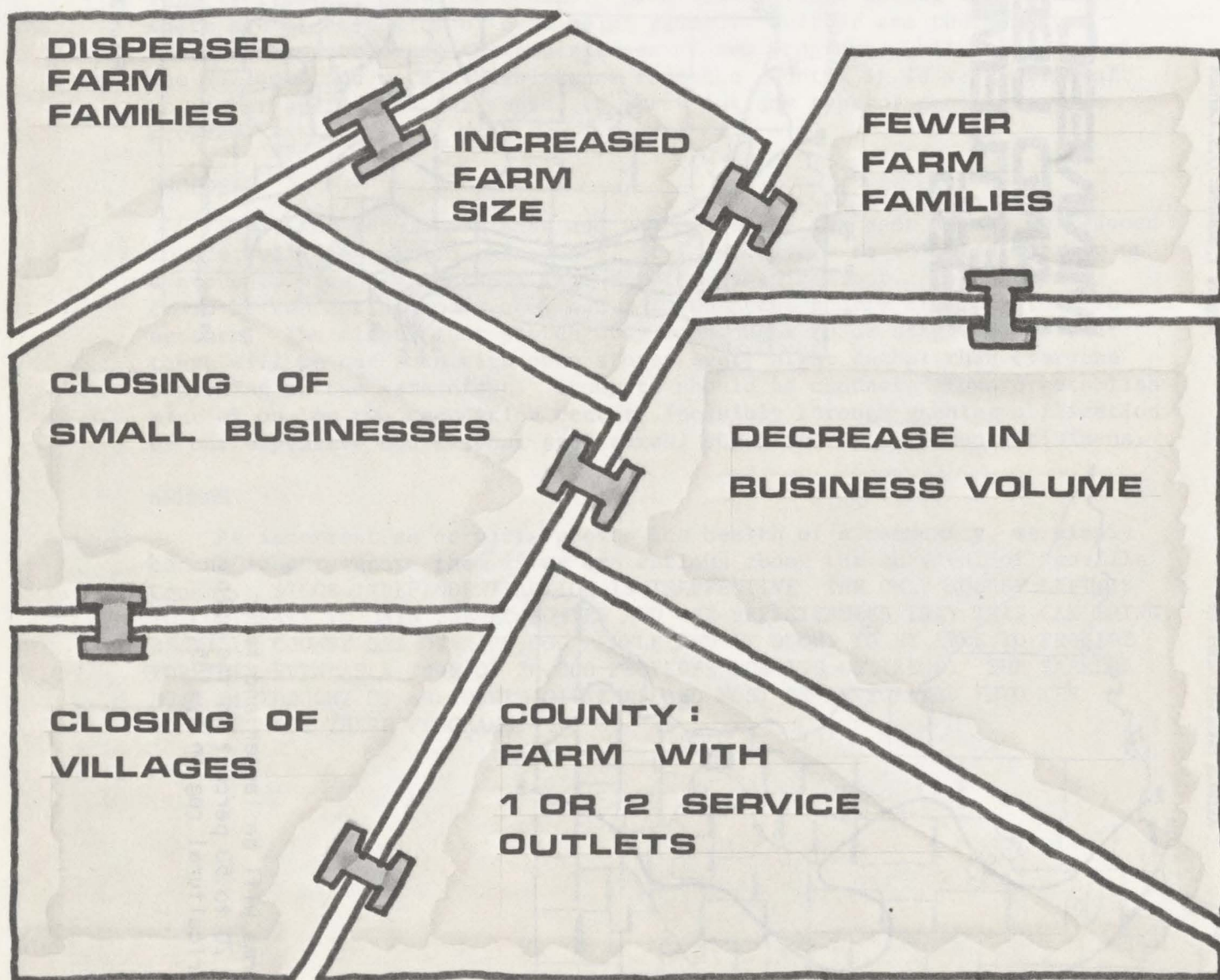
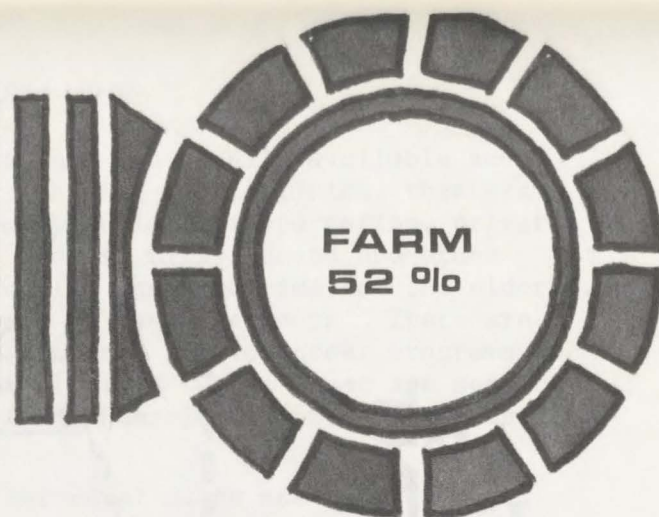


■ 1970 POPULATION CURVES IN TEN YEAR AGE GROUPS

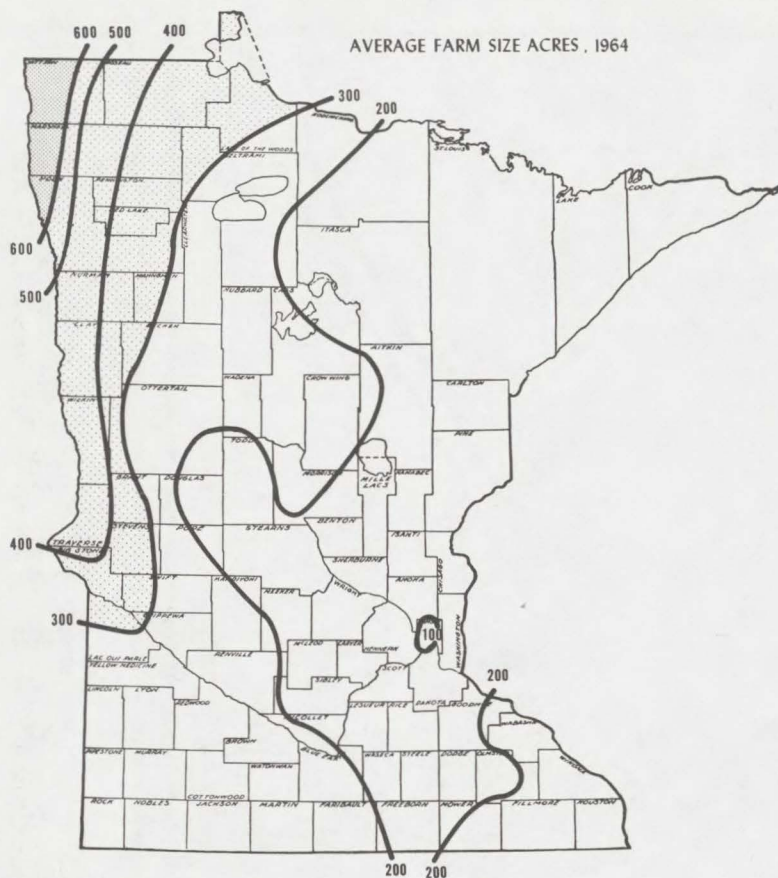
MINN. AGE CURVE



COUNTY
POPULATION



INTERRELATIONSHIP



Farms will be larger and fewer by 20 to 50 percent in the main agricultural region by '85.

Figure 1. Source: U.S. Census

MINNESOTA LAND USE & SETTLEMENT 1985

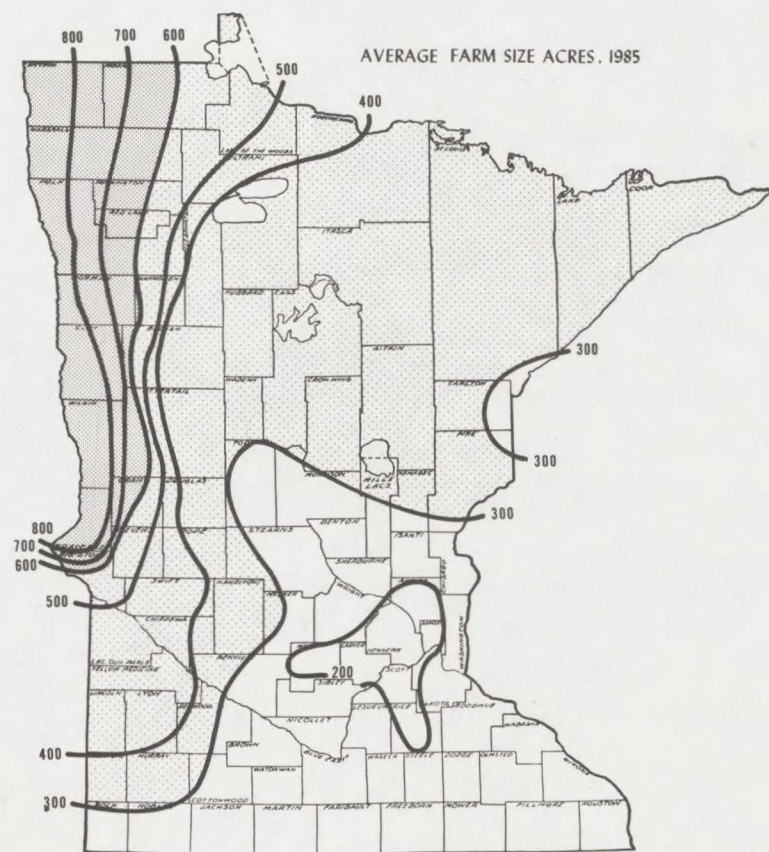


Figure 2.

SERVICES

In the urban areas, all of these things are readily available and fully used. There are shopping centers, health spas, clinics, theaters and movie houses within easy reach through public transportation, private auto and often by foot. There are Boy Scouts, Girl Schouts and other such programs for the young. There are also many programs for the elderly. There are libraries, museums and programs to pass the hours. There are many adult education courses, day care centers, and volunteer programs to give the housewife her "hours away from it all." Urban areas are service rich and these services provide much of the humanizing influence amidst the congestion.

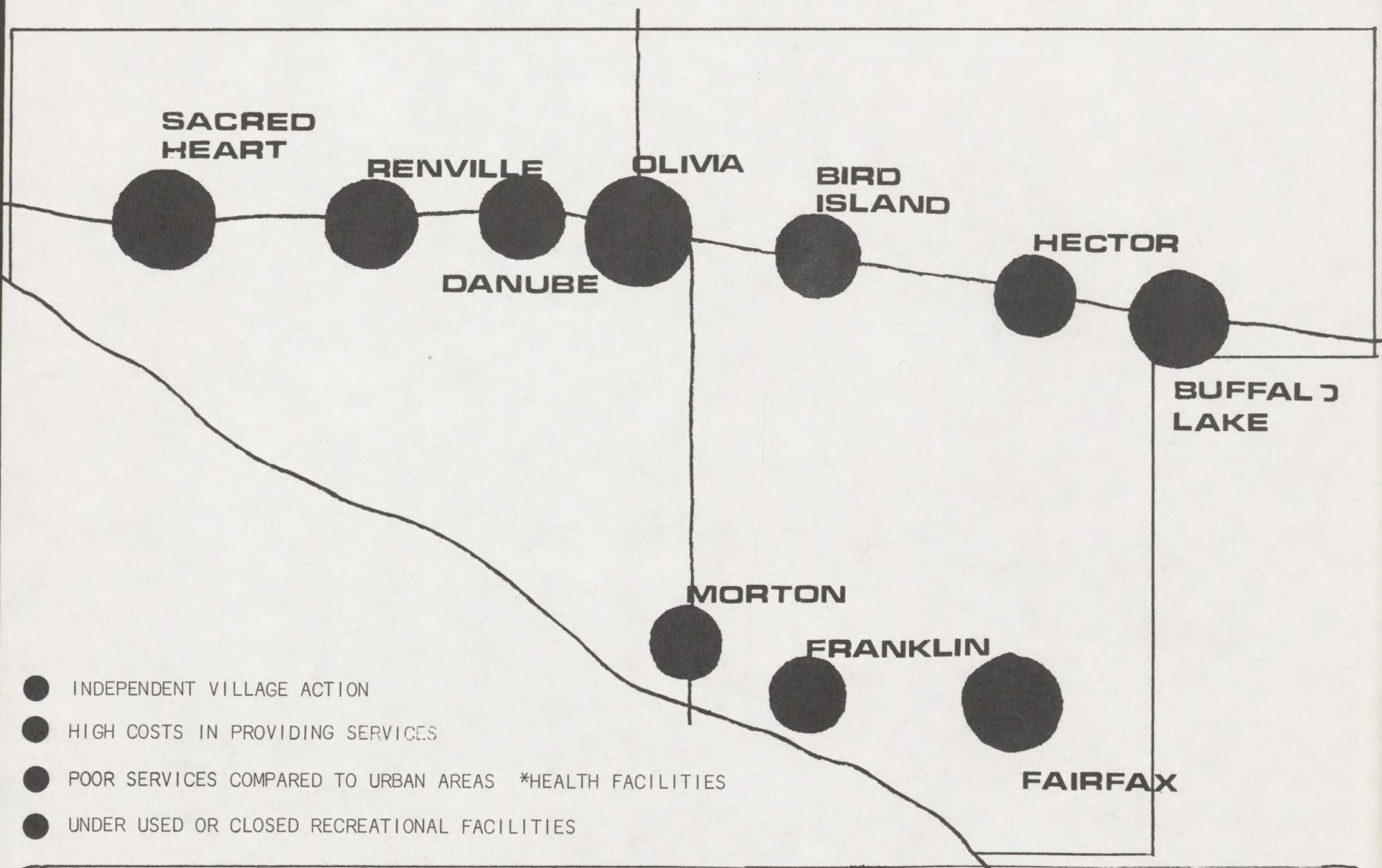
Contrasted with the urban areas, our rural areas are service poor. This is true for Renville County. With each village acting independently, there are no economies of size being gained. Neither are there many attempts made to share the experiences of new programs. With the size of the villages and with no assistance from the county, it is very difficult to gather sufficient tax monies to carry out any type of social service program.

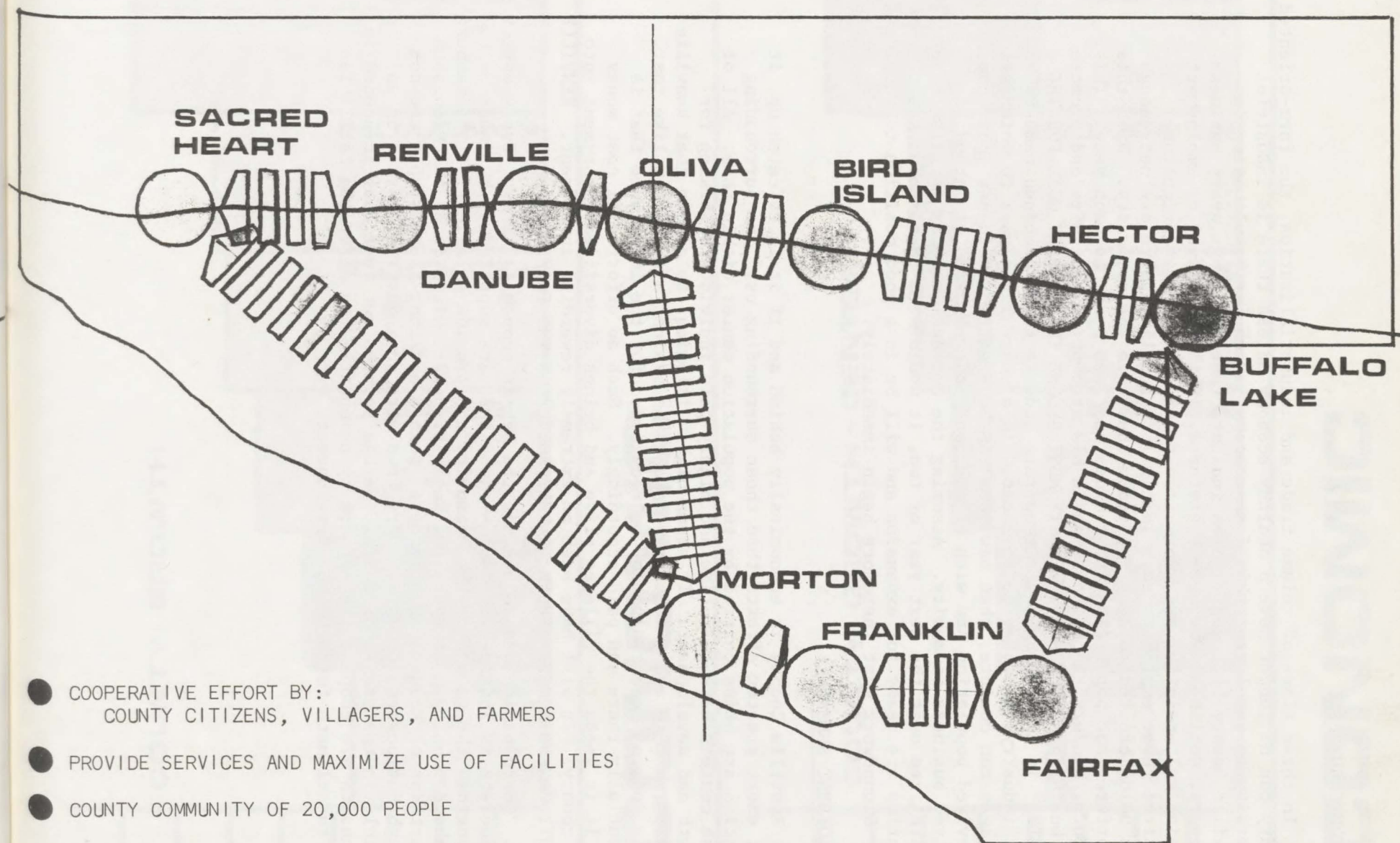
PROPOSAL

Since the population base and therefore the tax base are being reduced in most villages within the county, it is necessary to think of setting up a group to organize inter-village service organizations. School buses could be run during non-school hours to move the people from one town to another. The nights that stores stay open ought to be staggered so that there will be one town with open stores every night rather than everyone competing on the same night. Thoughts should be channeled toward establishment of one or two recreation centers (possibly through greater utilization of our expensive educational structures) supported by all county citizens.

SUMMARY

As important as services are to the health of a community, we simply can no longer ignore them if we are serious about the survival of Renville County. SINCE INDEPENDENT ACTION IS INEFFECTIVE, THE ONLY COURSE LEFT IS TO COOPERATE TO GAIN THE ECONOMIES AND THE EFFICIENCIES THAT THIS CAN BRING. RENVILLE COUNTY HAS OVER 20,000 PEOPLE AND IT OUGHT TO BE ABLE TO PROVIDE FOR THEM EVEN AS A TOWN OF 20,000 PROVIDES FOR ITS CITIZENS. THE FARMERS MUST BE THOUGHT OF AS COUNTY CITIZENS AND MUST BE INTEGRATED INTO THE PLANNING FOR THESE PROGRAMS.





INTER-VILLAGE SERVICES

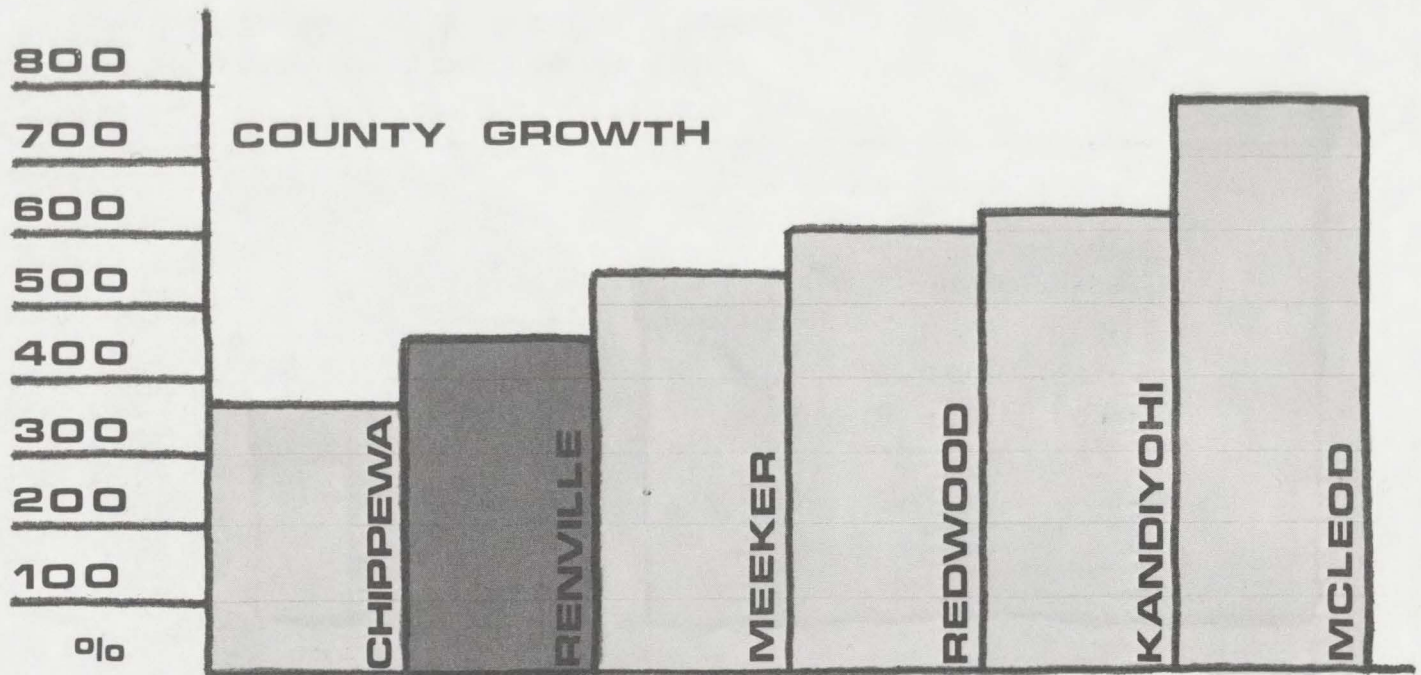
ECONOMIC SUMMARY

In these times of volume trade and industrialization, the farm-oriented county can no longer have a healthy economy unless there is industrial diversity to supplement this farm economy. Such is the situation in Renville County. Census figures indicate that in almost every business category, declines have been registered. While the level of employment remains well-paid in some areas, the primary employer, agriculture, requires fewer employees each year. Industrially, there are not enough jobs being created to keep the young adults in the community. With this departure, the population grows older and less numerous each year. This, in turn, hinders the businessman in his attempt to modernize and promote his business. ECONOMIC DIVERSITY MUST BECOME THE PRIMARY GOAL FOR THE COUNTY. If the villages can cooperate and use their combined numbers to seek industry; industry to be located in a centralized park to which all villages can commute, then new jobs can be created. With new jobs, comes a revived population and with effort, and modernization of method, a revived business community. Assuming the national economy is going to be revitalized over the next year or two, it would seem that the outstate counties are ready for expansion and will be in a good position to receive it. Groundwork must therefore begin immediately.

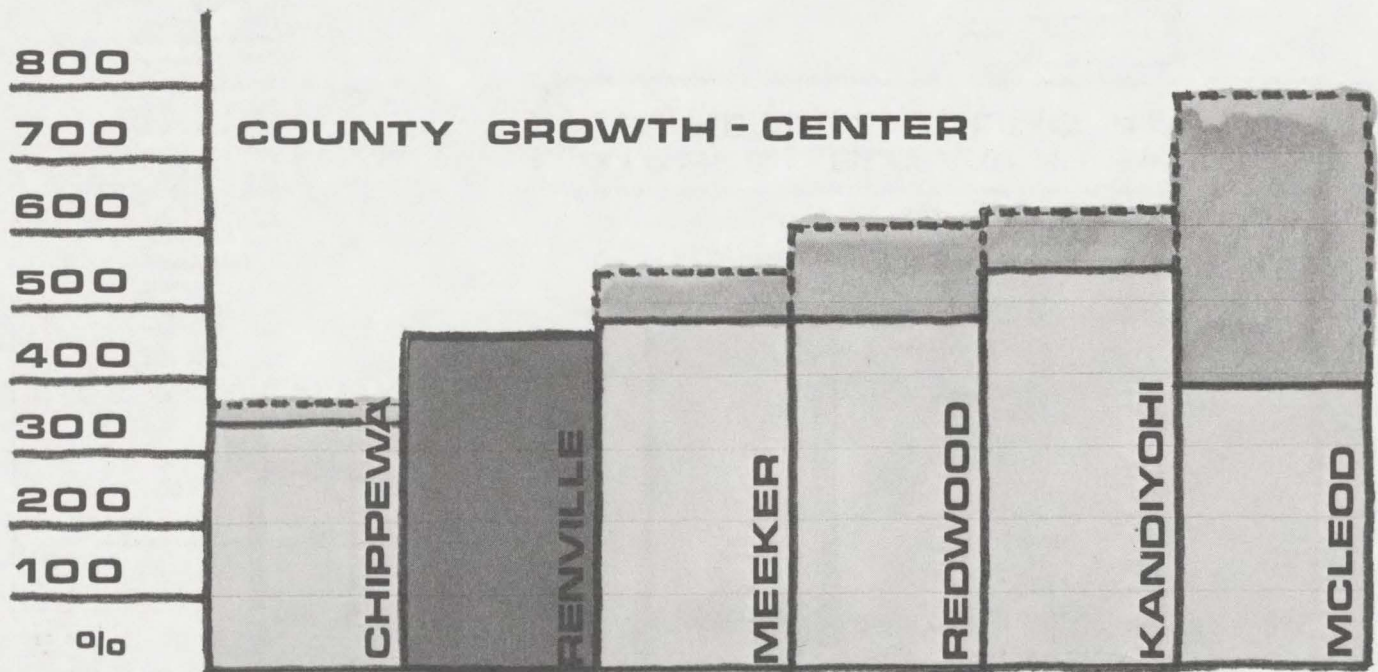
EMPLOYMENT SUMMARY

Renville County is economically behind and if it is to catch up, it must exert greater efforts than those surrounding us. The surrounding counties are being carried by the population center within them. All of these centers have full time and highly paid individuals working for growth and development. It seems highly illogical to assume that Renville County can hold even, much less make gains against a situation like that. These jobs of leadership must be recognized for the importance that is potentially there and paid accordingly. Such an effort will cost money but if it keeps the villages alive and brings diversified employment into the county, It will have been an extremely rewarding investment. RENVILLE COUNTY CAN NO LONGER AFFORD TO RELY SOLELY ON THE FARMER.

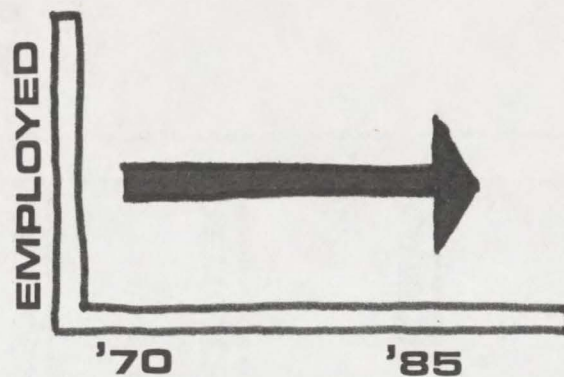
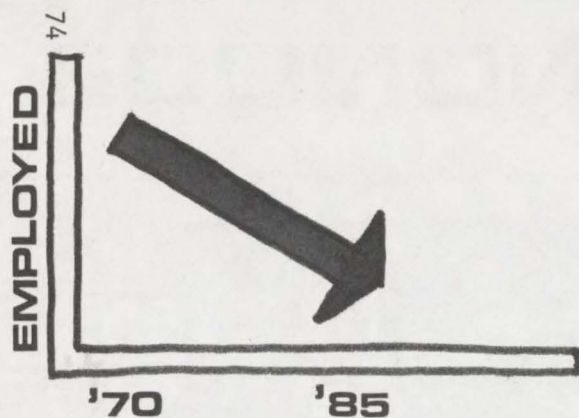
"Coordination and Volume" is the key in economics today. Every aspect of society is looking for jobs -- jobs that are supplied by business -- to strengthen the growth of the community and provide salaries for the members of the community. However, Mr. Roger L. Baker, Director of the Minnesota Department of Economic Development, points out that there simply are not enough businesses to supply every town with an industrial park. In an article in the Minneapolis Star, he has pointed out that what is needed in Minnesota are cooperative efforts by communities to offer the facilities and the climate for business development.



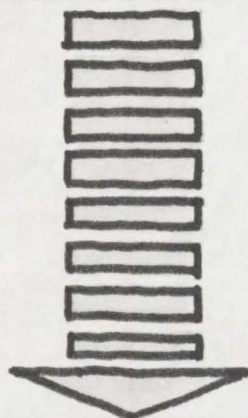
ECONOMIC



ECONOMIC

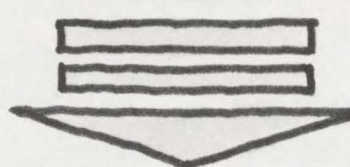


AGRICULTURE

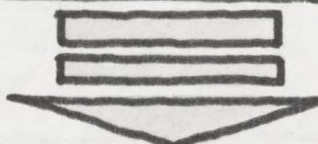


FEWER EMPLOYEES
YEARLY

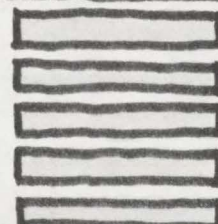
INDUSTRY



STABLE: BUT NOT ENOUGH
TO RETAIN YOUNG ADULTS



LOSS OF
YOUNG ADULTS



OLDER AND
SMALLER
POPULATION

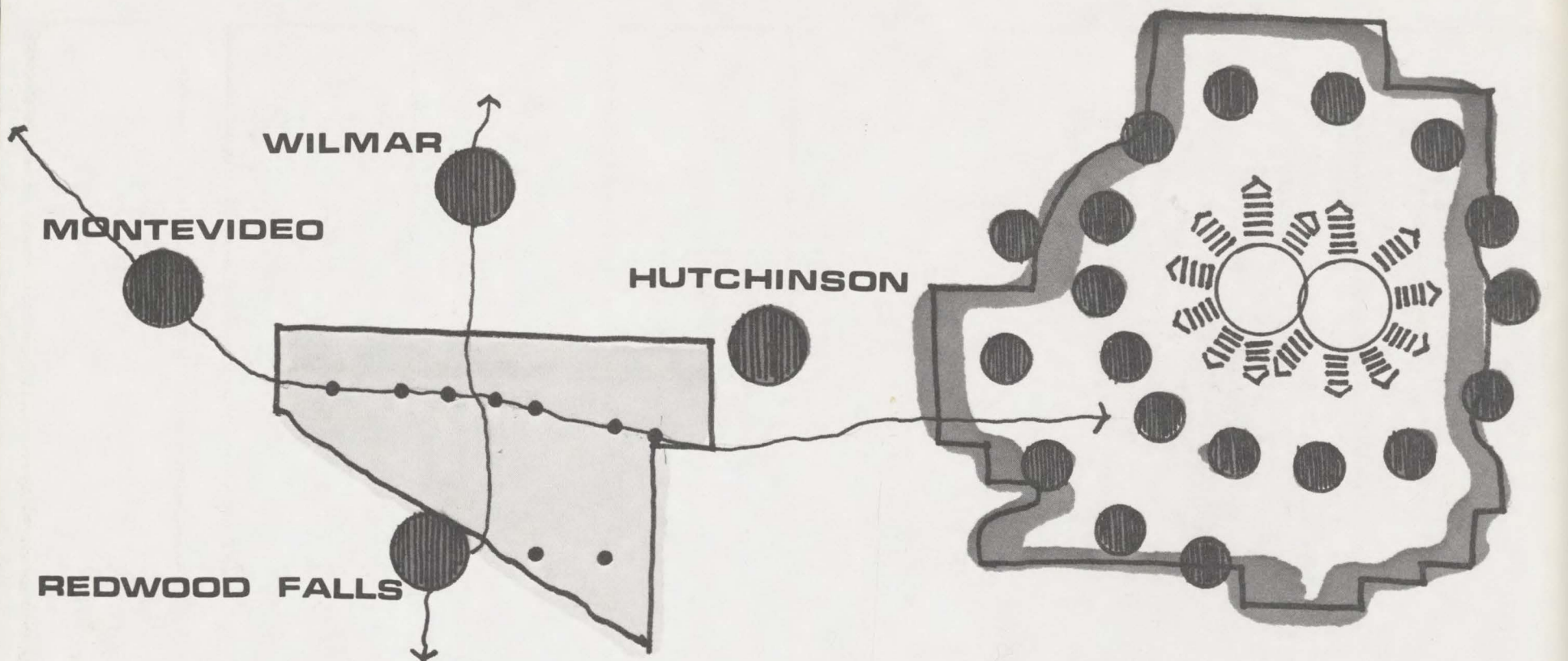
COUNTY GOAL

ECONOMIC
DIVERSITY
THROUGH
INDUSTRY

ECONOMIC

INDUSTRY SUMMARY

Employment must be sought to revitalize the population of the area. This is necessary for the successful turnabout of the county's retail businesses. A combined effort must be made to be competitive with the other growth areas in the state. An industrial park offers an opportunity to gain this diversity without sacrifice in community beauty. Industry prefers industrial parks and they are better for the community. It seems only reasonable then that this development be of a priority nature. It must, however, be initiated only after the area has been studied beyond the depth of this report to insure the optimum site. If the development occurs in a less than optimum position, your chances for success will similarly be less than optimum. An important consideration is finding a site which will be central to as many communities as possible. The more villages that will benefit from it, the more villages that will actively support it. It is important to maximize that number.



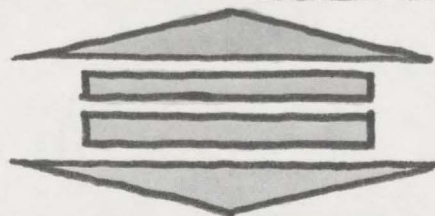
- COOPERATION-COMBINATION OF RESOURCES
- IMPROVED COUNTY WIDE SERVICES
- INDUSTRIAL PARK LOCATION APPEAL
- ECONOMIC DIVERSITY-JOBS
- SURVIVAL



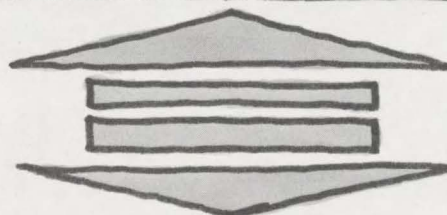
INDUSTRIAL PARK DEVELOPMENT

COOPERATION

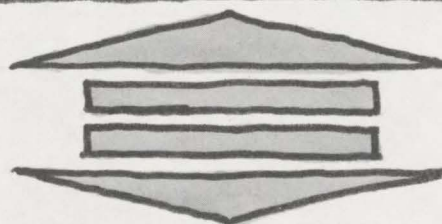
ANALYSIS - CONDITIONS, TRENDS,
RELATIONSHIPS



IDENTIFICATION - NEEDS, GOALS

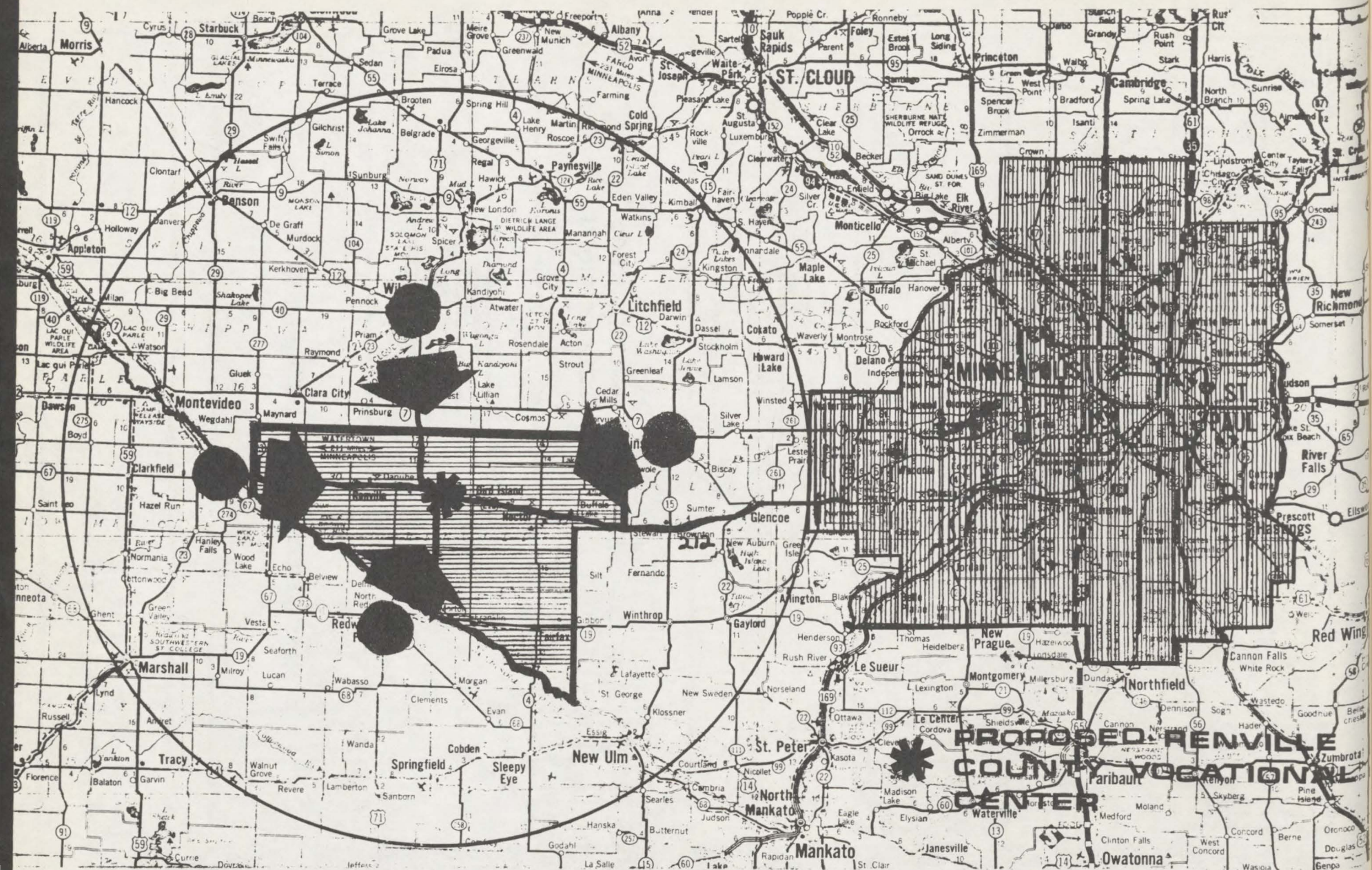


PROPOSALS - PROGRAM,
SOLUTIONS



IMPLEMENTATION - ACTION

PLANNING



78 VOCATIONAL EDUCATION

APPENDIX D

Model of the Fairfax Business District Planning and Design Study Proposals

The Fairfax downtown design proposals are included to provide one example of the types of concepts developed and the display techniques used by a student design team.

Using chipboard (thin cardboard), the students constructed a model of the Fairfax business district as the primary means of explaining their design proposals.

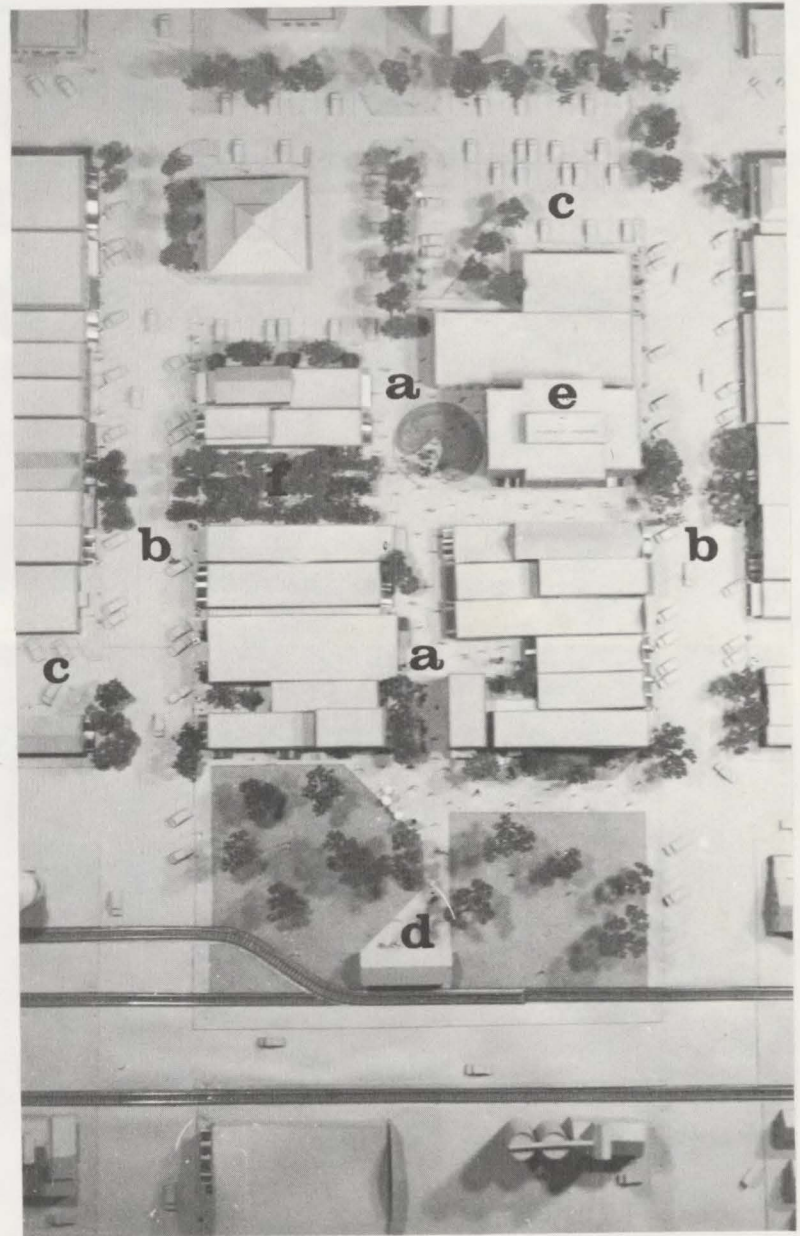


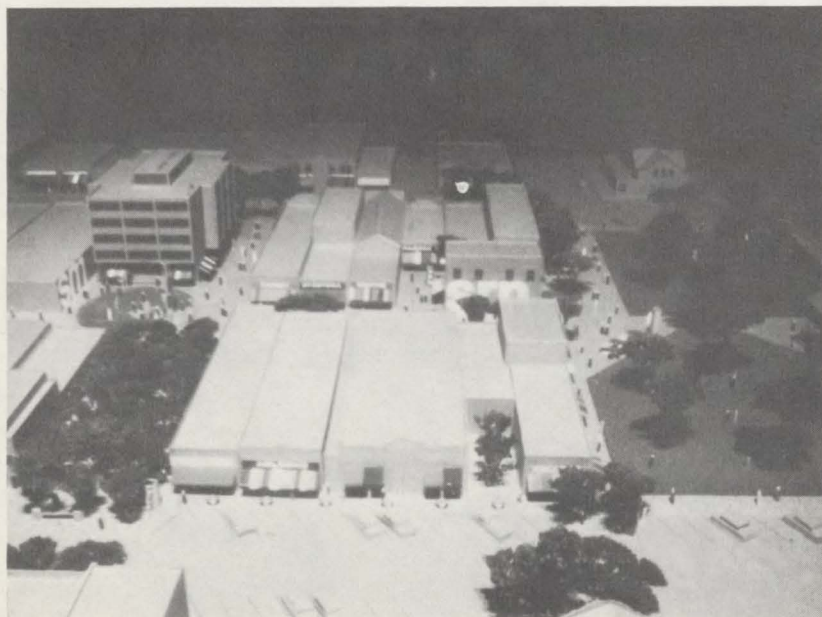


(above) A view looking north over the entire model. Constructed at a scale of one inch to twenty feet, the model measures approximately three feet by five feet, and encompasses the central commercial block, the railroad depot and those portions of the surrounding blocks containing commercial, industrial and institutional buildings.

(right) Plan view showing the six elements of the proposal:

- a) rehabilitated central alley
- b) storefront renewal
- c) new off-street parking
- d) expanded Depot Park
- e) new senior citizen residence with commercial space on first floor
- f) new mini-park





(upper left) A view looking north up the rehabilitated alley from Depot Park (foreground of photo) past the senior citizen residence (high building, upper right of photo). The expanded park closes that portion of the street west of the alley entrance to prevent traffic from separating the park from the alley. At the same time the alley remains open to those periodic delivery vehicles needing to service stores.

(lower left) A view looking east over the mini-park (right center of photo) toward the senior citizen residence. Also shown are storefront renewal proposals involving canopies and uniform signs as well as street landscaping proposals which combine tree planting, protection of pedestrian crossing areas, and addition of kiosks.



(above) A detailed view of the rehabilitated alley between the senior citizen residence (left edge of phot) and Depot Park (right edge of photo). Rear store entrances, plantings and new paving are shown.



(upper right) A detailed view looking north over the senior citizen residence. A central plaza marks the intersection of a alley with a transverse walkway and mini-park. The proposed ground floor commercial space is visible in the senior citizen residence.

(lower right) The new canopy along the west side of Park Street. The student proposals served as inspiration rather than detailed design for the canopy. By winter 1975, two of the storefronts under the canopy were also remodelled.



APPENDIX E

Sample Newspaper Articles

These articles are included as representative of the types of articles written by the journalism students who participated in the Renville County Development Program. Eleven articles in all were written by three students and released through the Press Service of the Department of Information and Agricultural Journalism. The remaining topics included:

Rural Residents Question Value of Regionalism
Renville County Farm Numbers Decline
Renville County Hit Population Peak in 1940
Businessmen Look At Fairfax
Renville County Analysis Meeting
Hector 2000
Fairfax 1980
Youth Outflow Continues from Renville County
Many Leave Renville County After Graduation

OLIVIA, BIRD ISLAND IMPROVEMENTS PLANNED
by Bruce Pankonin, University of Minnesota

Three University of Minnesota architecture students have studied Olivia's central business district with the goal of revitalizing the downtown by providing customers with a more pleasant environment.

The project includes plans to improve the visual landscape, traffic circulation and parking facilities by providing more space and waiting areas for shoppers, planting trees and shrubs, widening sidewalks, improving lighting conditions and adding a new parking lot.

"I've never worked with small communities before," said John Caranicas, a Greek student, "but I've found that there is more enthusiasm for change in rural areas than I thought there would be. We're working with very progressive people."

Caranicas is working with Charles Ewaskio of Connecticut and Olaf Running of Sioux Falls, S.D., on the project.

Plans to improve parking facilities are a big part of the project. "Many businessmen claim that customers who can't find parking shop elsewhere," said Caranicas.

The plans also include expanding existing shopping facilities into an integrated shopping center. The expansion would include a one block development with a bank and commercial building, probably a grocery store.

Caranicas said the plan is to form a shopping center which links the old with the new to form a complete unit. "Our plan doesn't look like a Southdale (a Twin Cities shopping center) but we'd like it to work like a Southdale," said Caranicas.

The students have also drawn plans for improving the existing buildings as part of their integration plan.

"Some brick buildings were covered with various materials but we'd like to see the materials removed to retain the original quality of the buildings," said Caranicas.

The plans were submitted to members of the central business district and discussed at several local meetings which the University students attended.

"We've put a lot of concepts to work and made a lot of progress since we started. We're happy with the response of the business people. They feel it's a realistic plan and it's something they can work with. We've tried to keep in step with them instead of going off in tangents and doing things only as we pictured them--that has helped us a lot throughout the project," Caranicas said.

Two other University students, Bill Minnehan and John Gaspar, are working on architecture projects in Bird Island. Minnehan has spent most of his time working on a welcome sign for the town that was inspired by a bumper sticker.

A bumper sticker entitled, "Where the hell is Bird Island," and a weather report from the town were sent to KSTP-TV, a Twin Cities

station, in hopes the sign would be displayed by Barry ZeVan, the station's weather forecaster, Minnehan said. The station did not display the sign, did give the weather report from Bird Island. From that time on someone from Bird Island has called in the weather twice daily.

Since ZeVan has "put Bird Island on the map" the town hopes to erect a welcome sign with his picture on the outskirts of Bird Island. Minnehan has proposed a motto to accompany the sign: "The atmosphere is friendly and warm in Bird Island."

Minnehan made three plans for the sign and they are now displayed in a local store window. The local Civic and Commerce Association has selected one of the designs for the sign and Minnehan has submitted several versions of that design to the group. Designs by other students were submitted previously but "the residents felt the designs were too abstract," said Minnehan.

One advantage of the sign is its low cost. "Some town members wrote to several companies to get cost estimates on the sign. If it was done professionally they just couldn't afford to do it," said Minnehan. His cost estimate shows that each of the two signs will cost about \$100.

Minnehan said he plans to help construct the 8 by 10 sign.

Minnehan and Gaspar also are working on plans for store fronts on the main street. The plans include minor improvements such as building awnings and painting the stores bright colors with uniform designs to make them more aesthetically pleasing to customers.

"Some of the merchants have indicated they'd like to make more improvements such as doing some remodeling," said Minnehan.

The University students will continue to work with local businessmen; revising plans and discussing alternatives.

REGIONALISM IN MINNESOTA

by Bruce Pankonin, University of Minnesota

Many Renville county residents, like other rural Minnesotans, question the value of regionalism.

Some listen with apprehension to proponents of regionalism, such as John S. Hoyt Jr., applied economist at the University of Minnesota.

Hoyt, who drew up the original boundaries for the 10 rural regions outside the metropolitan area, said he "doesn't believe every town can be an industrial center. The only way Minnesota can restore human services in rural areas is through a cooperative effort. Different towns in a region can provide different kinds of service and complement each other. In this way the regions as a whole can prosper more than if every town goes its own way," Hoyt said.

The Regional Development Act of 1969 was aimed at stimulating cooperation among rural areas and smaller cities and villages. Planners felt inter-governmental cooperation on a regional basis would be an effective means of pooling local resources, enabling local governments to make the most effective use of local, state, federal and private programs.

In designating the 10 rural regions, Hoyt used the functional economic areas concept developed by economist Karl Fox of Iowa State University. In applying the concept, Hoyt used population centers and educational institutions as a primary basis in forming regional boundaries.

His delineations of regions were accepted by the State Planning Agency as a basis for further action. Boundary lines drawn up for the regions were not absolute since every county was given the right to petition for placement in another region.

Regions could not be activated until a regional commission was formed. The regional development act, as amended by the 1971 legislature, allows regional commissions to be formed only through local initiative by petitioning to the governor. The petition must show 50 percent of a region's population in favor of forming a regional commission. Under the original act, commissions could also be formed by the governor. The amended act also gave town boards more representation.

Members of a regional commission include county board members, township supervisors, mayors, municipal councilmen, school board members and representatives of special districts. It may also include members of special interest groups.

To date, only three regional commissions have been formed outside the metropolitan area, including Region 2 and Region 3, both in northern Minnesota, and Region 9, in the south central part of the state. Other officially delineated regions considering formation of commissions include four, six and eight. Renville County is delineated as part of Region 6.

Even though the act was passed to assist rural Minnesota, many felt it would infringe on their individual rights. Some said the regional commissions would threaten existing powers of county or local governments.

Supporters of regionalism replied that local governments would continue to operate with their traditional powers with no outside interference. Not only would the bill allow rural areas to keep their original powers, they argued, but it would also give local governments an opportunity to exercise powers which had previously been exercised by state and federal authorities.

Advocates of regionalism explained that the important feature of regionalism was size, not the specific towns, villages or counties within boundaries of a region. Regional boundaries would simply provide the area and population for comprehensive, area-wide planning.

The Upper Midwest Council, in a 1970 publication, recognized that the federal government and even the state do not have and cannot have the same knowledge, insight and understanding of the peculiar desires and aspirations of each region for its development as do the citizens of that region. "If the local government of a region assumes the opportunity and responsibility for comprehensive planning within a region, the plans undoubtedly will have great attraction to state and federal officials," the council said.

Supporters of regionalism often cite Region 3, the Arrowhead, as a case in point. They say regionalism has allowed Duluth to apply for grants of about \$3 million for a new airport and apply for other grants for a technical library and industrial park. The region's bankers have pooled some \$4 million for new tourist facilities and the commission also filed the nation's first application for federal funds to finance a regional detention center for juveniles within the area. Compre-

hensive sewage disposal plans were also submitted.

Critics of regionalism say the Arrowhead area had reached a point of no return resulting from decline of its main industry, iron and steel, and had no other direction to turn for assistance.

Jim Solem, director of the Office of Local and Urban Affairs, State Planning Agency, St. Paul, says regionalism has worked best in areas of high out-migration such as the Arrowhead region. "You need some sort of catalytic force to get the ball rolling, and when an area loses a terrific amount of people, it starts to look at the alternatives," Solem says.

Supporters of regionalism say the commission form of government is the one way for rural areas to effectively compete for grant applications with the larger metropolitan centers without burdening the taxpayer. According to a July 1972 issue of the Arrowhead Regional Report, the Arrowhead Regional Commission received \$231,000 from the federal government, \$27,000 from the state government and used only \$6,000 in local resources during 1971.

Critics also charge the regional development act was "sprung on the public" with little or no advance warning.

Defenders of the act admit the act was passed under emergency conditions during the final days of the 1969 legislative session. However, they are quick to say that the act was four years in the making, and had been discussed in the 1965 and 1967 legislative sessions. They also say hearings were held on it in both the House and Senate before the bill was passed.